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ABSTRACT

The units in this curriculum guide are designed for use by state vocational education personnel to train teachers, administrators, and staff in the area of sex bias and sex-role stereotyping. The units are also designed to be used by local classroom teachers to supplement existing materials or supply in-depth information on sex bias and sex-role stereotyping in vocational education. Three units are included in the guide: (1) Classroom Strategies for Promoting Sex-Fair Education, (2) Promoting Sex-Fair Education through Instructional Materials, and (3) Skills for Implementing Sex-Fair Education in the Classroom. Each unit follows a typical format that includes eight components: performance objectives, suggested activities for teacher, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction. (LRA)

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Educational Equity
Teaching, Learning, Achieving

Written by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EDUCATIONAL EQUITY

TEACHING, LEARNING, ACHIEVING

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Unit I Classroom Strategies for Promoting Sex-Fair Education EE-1

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FOREWORD

As a result of the Vocational Education Amendments of 1976, it was identified that instructional materials were necessary to provide sex-fair education to vocational education students. The ideas to develop a packet of instructional materials to meet these needs surfaced at an educational equity workshop involving representatives of the Midwest Curriculum Coordination Center. At that time the Oklahoma Curriculum and Instructional Materials Center committed itself to develop these instructional materials. A committee was selected from the states in the MWCCC region, including a representative from the National Center for Research in Vocational Education. The committee consisted of state liaison representatives, media personnel, publications specialists, directors of curriculum centers, curriculum writers, vocational educational equity personnel, and specialists in the field of sex bias and sex-role stereotyping. These people were brought together to identify the basic areas that should be covered in a manual of this nature.

Once the units were written, activities were field tested at educational equity workshops with a variety of teachers and several facilitators. The units were then revised according to the input from the field-test participants.

The units are designed for use by state vocational education personnel to train teachers, administrators, and staff in the area of sex bias and sex-role stereotyping. The units of instruction are also designed to be used by local classroom teachers to supplement existing materials or supply in-depth information on sex bias and sex-role stereotyping in vocational education.

It is believed that this resource will provide each vocational education teacher an opportunity to provide a stronger program, free from traditional stereotypes or biases. As teachers implement these materials in the classroom, students will be better prepared to assume active roles in their chosen occupations. As more people become "aware" of bias and stereotyping, it becomes increasingly difficult to reach each teacher and each and every student. We hope this resource will provide teachers the necessary classroom activities to provide students with a broader outlook on life and a wider range of occupational and personal choices. It is our belief that vocational programs will benefit through the use of *Educational Equity: Teaching, Learning, Achieving*.

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PREFACE

"Equal opportunity," "equal pay for equal work," and "equality among the sexes" are phrases that we hear every day; they are phrases that have become very popular since Title IX and the Vocational Education Amendments of 1976. As we work within the framework of the legislation and become aware of discrimination and bias, we find that providing equal vocational opportunities is much more difficult than we originally anticipated. Why? It *should* be an easy task to simply open all vocational programs to both boys and girls. The rest will take care of itself. Right? Wrong!!

The reason? All the legislation and affirmative action policies in the world cannot remedy all the wrongs they were written to correct. Each of us approaches life differently. We have different abilities, attitudes, and different needs and wants. We as educators, then, must go beyond personal stereotypes and biases and provide the impetus for change. We must be ready to deal with the INDIVIDUAL, to let her OR him explore new interests, consider new approaches for combining the roles of wage earner and homemaker, evaluate all educational opportunities, and expand career choices.

We have tried to provide activities in this manual which will help you accomplish this. We also hope the activities will challenge you to think--to consider new options. As you become aware of biases and stereotypes, your own as well as those imposed on you by years of conditioning, we hope that you will grow and that you will listen to students, administrators, teachers, and others in your community. For once we will truly see people as individuals, free from biases and stereotypes of any kind, and can provide a better and more meaningful education to all.

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ACKNOWLEDGMENTS

It has been almost two years since the idea for this book was originally conceived. Throughout this time, many revisions have taken place and many people have had input into the content and structure of this publication. At times this was frustrating; however, through each comment, each change, and each new field test, the strength of the publication has grown. Without this commitment from so many people we could not have developed a publication that would serve the needs of so many. To each of those who contributed to the development of this publication, no matter how small the contribution, a warm "thank you" is given.

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This manual was field tested at various sites throughout its development. Most of these field tests were under the leadership and guidance of Fern Green, Linda Wilson, Terry Masters, and Candy Gray; with their continued support and commitment to this project, these activities are stronger in their final form.

A special "thank you" goes to Terry Masters who provided the original impetus behind many of the activities. It is her commitment to the issue of equal educational opportunities that has continued to provide me with new ideas and an honest sounding board as to the workability of these ideas. I appreciate her as a friend and as a professional.

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There are many on the staff of the Oklahoma State Department of Vocational and Technical Education who have worked on this manual--artists, printers, and typists. Without them the final product would not have been possible. Special appreciation is expressed to:

Bob Patton, Coordinator, Curriculum and Instructional Materials Center, for his patience and prodding throughout the development of this project.

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Terra Stone and Cindy Kruithof, Editors, Curriculum and Instructional Materials Center, for their help in making this publication readable, organized, and clear to all who use it.

A special note of thanks goes to my husband, Kevin, and our son, Jon, for letting me see the individual in all of us and for gently reminding me of the realities of living--that "equal" does not always work without continued discussion and giving on the part of all those concerned.

Sarah H. Mussett
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USE OF THIS PUBLICATION

Educational Equity: Teaching, Learning, Achieving is written using a standard format which was established in 1970 for the development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components which form a unit of instruction: performance objectives, suggested activities for teacher, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction.

All of the unit components "zero in" toward measurable and observable learning outcomes. Users are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching-learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine:

A. Amount of material that can be covered in each class period
B. Skills which must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance to promote equity in occupational training. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the performances necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important that everyone have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms which may have been used in this material.

A. Name--The individual supplies a name for objects, events, or people

    Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify--The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

    Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule--The individual communicates a relationship or principle which could be used to solve problems or perform a task

D. Apply a rule–The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe–The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish--The individual selects an object or event from two or more which are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order–The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct--The individual makes a physical object, a verbal statement, or a drawing

(NOTE: Construct is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate--The individual performs several operations necessary to carry out a specified process

(NOTE: Demonstrate is used when it is desirable to watch the completion of a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for participants or students and stressed throughout the teaching-learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may be also used as a quick pretest to determine prior knowledge of participants and if further study or activities are necessary. Users should feel free to modify, delete, or add objectives in order to meet the needs of the participants, students and/or community. When changes in objectives are made, the users should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

The suggested activities page assists users during the preparation stage of the teaching-learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units so supplemental materials can be obtained, audiovisual materials prepared, and outside resources contacted. Duties of the facilitators or users will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used to supplement knowledge of the subject area or to help participants with particular interest or occupational objective in the area covered.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Users will find that the information sheet serves as an excellent guide for presenting the background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Participants should read the information sheet before the information is discussed in class. Space is provided in margins to add notes that supplement, localize, personalize, and provide motivation for each unit.

Transparency Masters (white pages)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct attention to the topic of discussion. It is recommended that teachers stand away from the overhead projector when discussing transparency material to avoid speaking too loudly.

Assignment Sheets (brown pages)

Assignment sheets give participants a chance at problem solving, self-assessment, and/or practical experience with the information. Each assignment sheet is divided into six sections: Introduction, Approximate Time, Materials Needed, Preparation, Procedure, and Closing Remarks. Because there are so many variables, it is impossible to state exactly how long it will take to implement each lesson. The Approximate Time indicates how long it has taken to implement the lesson with 20-25 participants. Other variables will influence the implementation time, such as the "pulse" of the participants, the pace of the facilitator, and the interests of those involved. The Preparation section describes what you must do before you implement the particular lesson. This includes making copies of handouts, ordering films, collecting materials, preparing charts, and reviewing the activities. Sheets that must be duplicated have been printed in white. It is ESPECIALLY IMPORTANT to read this part of the assignment sheet before you plan to implement it. The step-by-step procedure approach to the assignment sheets was chosen in order to avoid confusion about what is to be done to implement the assignment.

Tests (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or participants' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with evaluations of participant demonstrations of the desired skills.

(NOTE: Although there are many facts, hard data, and concepts which are taught in these units, the real goal is to make people more aware and more sensitive to the issue of sex bias and sex-role stereotyping. Levels of sensitivity are hard to test!!)

Answers to Test (pink pages)

This component is designed to assist in evaluating participants' performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *Educational Equity: Teaching, Learning, Achieving* has been abbreviated EE. The units are then numbered consecutively within the book. An example of a page number is EE - 1. Since CIMC publications are loose leaf, this system of page numbering was adopted so pages from different manuals would not get mixed up.

Methods of Disseminating Material

When working with teachers, administrators, or anyone else who will be doing more training, complete packets of materials need to be provided. Participants can then duplicate for specific needs in their communities, such as parent groups, displaced homemaker groups, or secondary groups. Materials do not need to be purchased for students since minimum duplication is required. For workshop or classroom activities material can be handed out a unit, assignment, or page at a time to keep the material before the participants always fresh. Facilitators may want to provide three-ring binders for the units or have participants furnish their own binders. Binders may be purchased from the Curriculum and Instructional Materials Center.

CLASSROOM STRATEGIES FOR PROMOTING SEX-FAIR EDUCATION UNIT I

UNIT OBJECTIVE

After completion of this unit, the participant should be able to provide and/or promote sex-fair education in the vocational education classroom. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. Describe the purposes of promoting sex-fair education.
2. Match terms associated with classroom strategies for promoting sex-fair education to the correct definitions.
3. Select from a list characteristics of sex-fair education.
4. Arrange in order awareness stages leading to change.
5. Name ways people learn sex roles.
6. Select from a list facts about the changing labor force.
7. Name factors that have led to increased numbers of women in the labor force.
8. Distinguish between damaging effects of sex-role stereotyping on males and females.
9. Evaluate changes in your life.
10. Evaluate various types of media.
11. Name ways you were treated in school based on your sex.
12. Examine family responsibilities.
13. Examine alternatives for dealing with young people.
14. Select appropriate language response.
15. Evaluate statements about language and sexism.
16. Evaluate how people learn sex-role stereotypes.

17. Complete employment survey.
18. Evaluate attitudes toward nontraditional careers.
19. Determine characteristics of a healthy adult.
20. Evaluate personal attitudes or actions about sex-fair education.
21. Analyze advantages/disadvantages of being male/female.
22. Evaluate coping strategies for expanded roles and options.
23. Develop a plan to promote sex-fair education in the classroom.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Determine size of group and nature of participants.

(NOTE: You may have to modify some of the activities for groups over 25 and for high school or junior high students.)

B. Develop sequence of activities to be used for the particular workshop or class.

(NOTE: The activities could be used throughout the school year or as a "block" of activities scheduled for two or three days. The time frame for each activity is listed on the assignment sheets. Suggestions for organizing the activities are also listed on the assignment sheets.)

C. Review the procedure for each activity before beginning preparation.

(NOTE: Activities are best suited to groups of 20-25 people. Modifications may have to be made when working with larger groups. These alterations are noted on the assignment sheets.)

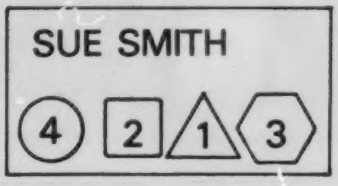
D. Make transparencies and gather all materials needed for selected assignment sheets.

(NOTE: You will need to duplicate some of the charts in the assignment sheets. Be sure to prepare for this in advance.)

E. Make name tags if you decide not to use the name tag activities provided in this unit.

(NOTE: A good way to organize the group activities is to have several familiar shapes printed or drawn on the tags, along with the participants' names. If you know all the names of your participants, you can, then, divide them into groups before the workshop begins. For instance, if the first small group activity is the "Media Survey" [Assignment Sheet #5] you will want to write either a 1, 2, 3, or 4 in the first shape on each name tag, since there will be four groups in this first activity. If the second activity requires only three small groups, you would write a 1, 2, or 3 in the second shape. This allows you to control your groups so the same people don't always end up in the same groups. It will also save time in organizing the group activities.)

Example:



F. Administer pretest by using the test provided at the end of the unit.

(NOTE: It is always a good idea to pretest your participants before beginning the workshop or class. This will give you a good idea of what areas you need to "hit harder" than others. Don't take too much time with the pretest. Find someone to help you grade the test while you give the participants a short break.)

G. Provide participants with objective sheet and discuss.

H. Provide participants with information and assignment sheets.

(NOTE: You may want to give participants one assignment sheet at a time, so they will not be reading ahead. You can give them the other assignment sheets as you are ready to teach them.)

I. Discuss information and assignment sheets.

(NOTE: You may not want to discuss the information sheet in detail at this time. You could talk about each part before you begin the assignment sheets that pertain to that general area.)

J. Give test at end of unit or evaluate participants using a standard workshop evaluation form.

(NOTE: Remember to compare the pretest and posttest or review the evaluations as soon as possible after the workshop ends. This will help you revise and evaluate your approach to activities which were not received well or showed no participant improvement.)

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1–Major Occupations Employing Men and Women
2. TM 2–Trends in Female and Male Enrollments in Vocational Education
3. TM 3–Most Women Work Because of Economic Need (Women in the Labor Force, by Marital Status, March, 1976)
4. TM 4–Fully Employed Women Continue to Earn Less than Fully Employed Men of Either White or Minority Races

D. Assignment sheets

1. Assignment Sheet #1–Get Acquainted with Participants (Three Things)
2. Assignment Sheet #2–Get Acquainted with Participants (Super-Duper Name Tags)

3. Assignment Sheet #3--Evaluate Changes in Your Life
4. Assignment Sheet #4--Evaluate Various Types of Media
5. Assignment Sheet #5--Name Ways You Were Treated in School Based on Your Sex
6. Assignment Sheet #6--Examine Family Responsibilities
7. Assignment Sheet #7--Examine Alternatives for Dealing with Young People
8. Assignment Sheet #8--One Naked Individual
9. Assignment Sheet #9--Select Appropriate Language Response
10. Assignment Sheet #10--Evaluate Statements About Language and Sexism
11. Assignment Sheet #11--Evaluate How People Learn Sex-Role Stereotypes
12. Assignment Sheet #12--Complete Employment Survey
13. Assignment Sheet #13--Evaluate Attitudes Toward Nontraditional Careers
14. Assignment Sheet #14--Determine Characteristics of a Healthy Adult
15. Assignment Sheet #15--Evaluate Personal Attitudes or Actions About Sex-Fair Education
16. Assignment Sheet #16--Analyze Advantages/Disadvantages of Being Male/Female
17. Assignment Sheet #17--Evaluate Coping Strategies for Expanded Roles and Options
18. Assignment Sheet #18--Develop Plan to Promote Sex-Fair Education in the Classroom

E. Test

F. Answers to test

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V. Sprung, Barbara, ed. *Perspectives on Non-Sexist Early Childhood Education.* New York: Teachers College Press, 1978.

IV. Additional materials:

(NOTE: The following list was compiled by PEER, the Project on Equal Education Rights, 1029 Vermont Ave., NW, Suite 800, Washington, D.C. 20005, 202-332-7227. This selected, introductory listing of books and other resources aims to help educators, parents, and community groups recognize sex bias in an educational setting, understand how it does harm, and take effective action against it. The focus is kindergarten through high school. Book prices are for paperback editions unless otherwise noted. Order materials from the address or publisher indicated.)

A. Women and Men in America

(NOTE: The following books are offered as an introduction to the broad subject of women's history, feminism, and sex role stereotyping.)

1. *Absent from the Majority: Working Class Women in America.* Nancy Seifer. 1973. Sensitive portrayal of white working class women. Discusses effects of change on traditional family, community, and work lives and urges inclusion of these women in the feminist movement. Institute on Pluralism and Group Identity, 165 E. 56th St., New York, NY 10022. 85 pp. $1.25.

2. *Black Women in White America: A Documentary History.* Gerda Lerner. 1972. Powerful collection of original writings on slavery, the struggle for education, sexual exploitation, making a living, prejudice, pride, and black womanhood. Vintage Books, NY. 630 pp. $3.95.

3. *The Feminist Papers.* Alice Rossi. 1973. Thirty-two selections from 200 years of feminist thought and action. Excellent introductory essays. Bantam, NY. 716 pp. $1.95.

4. *The Liberated Man: Beyond Masculinity: Freeing Men and Their Relationships with Women.* Warren Farrell. 1974. How the masculine value system hurts men, too. Barriers to bringing about change in the everyday lives of men and women, and some ways of overcoming them. Bantam, NY. 380 pp. $1.95.

5. *The New Feminism.* Lucy Komisar. 1971. Primer on the women's movement for teenagers. Warner, NY. 206 pp. $1.25.

6. *Rebirth of Feminism.* Judith Hole and Ellen Levine. 1971. Well organized, easy-to-read orientation to the history and ideas of the current women's movement. Somewhat dated (pre-Title IX), but useful. Quadrangle, NY. 488 pp. $4.50.

7. "Sexism and Racism: Feminist Perspectives." *Civil Rights Digest,* Spring 1974. Articles detailing the circumstances and struggles of Black, Puerto Rican, Indian, Chicana and Asian American women. U.S. Commission on Civil Rights, 1121 Vermont Ave., NW, Room 700, Washington, DC 20425. Single copies free.

B. Sex Bias in the Schools: An Overview

1. *And Jill Came Tumbling After: Sexism in American Education.* Judith Stacey, Susan Bereaud, and Joan Daniels, eds. 1974. A handy comprehensive set of essays on the way schools foster sex bias and damaging sex role stereotypes. Emphasis on kindergarten through high school. Dell, NY. 461 pp. $1.75.

2. "The Influence of Sexism on the Education of Handicapped Children." Patricia H. Gillespie and Albert H. Fink. *Excepticnal Children,* Vol. 41, No. 3, Nov. 1974. How sex bias in school limits options for handicapped, particularly retarded, children. Single copies free from PEER.

3. *Math & Sex.* John Ernest. April 1976. Readable essay traces how sex stereotyping, by steering girls away from math, locks young women out of science, engineering, and other math-related careers. The author, Math Dept., Univ. of California, Santa Barbara, CA 93106. 30 pp. Free.

4. *Sex Equality in Schools. Sex Equality in Educational Administration. Sex Equality in Educational Materials.* American Association of School Administrators. 1975. Three well-written handbooks for school administrators. Contrast traditional sex stereotyping with the needs of individuals and changes in society. Action suggestions. AASA Publications Div., 1801 North Moore St., Arlington, VA 22209. 18-25 pp. each. $1.00 each; $2.50/set.

5. *Sexism and Youth.* Diane Gersoni-Stavn, ed. 1974. Anthology covers "socialization/indoctrination," "dear old sexist school days," and sex bias in books, media, toys, and games. Excerpts from some classic pieces on sexism in schools. R.R. Bowker, NY. 468 pp. $11.95. Hardcover.

6. *Sexism in School and Society.* Nancy Frazier and Myra Sadker. 1973. Primarily for teachers and teacher-trainers. Explores rise of the "new feminism," what it's all about, sexism in schools, and "a positive approach for educators." Harper & Row, NY. 215 pp. $4.95.

7. *Unlearning the Lie: Sexism in School.* Barbara Grizzuti Harrison. 1973. Penetrating account of the experience of parents and teachers who confronted sex bias (and each other) at a private school in Brooklyn, NY. Focuses on human relations: black and white, women and men, parents and teachers. Morrow, NY. 176 pp. $2.95.

C. Women and Educational Employment

1. *The Forgotten Five Million: Women in Public Employment: A Guide to Eliminating Sex Discrimination.* Catherine Samuels. 1975. Provides checklist for recognizing discrimination, detailed advice on documenting it, and in-depth chapters on legal remedies, affirmative action, and organizing for power. Much, but not all, applicable to teachers and other public school employees who want to assert their rights. Women's Action Alliance, 370 Lexington Ave., New York, NY 10017. 298 pp. $5.00.

2. *Locating, Recruiting and Employing Women: An Equal Opportunity Approach.* Cecelia H. Foxley. 1976. Important book for school administrators. Information on women workers today, equal opportunity legislation, and affirmative action programs. Includes effective ways of integrating women into formerly all-male bastions. Garrett Park Press, Garrett Park, MD 20766. 357 pp. $7.50 prepaid, otherwise $8.50.

3. "Performance of Women Principals: A Review of Behavioral and Attitudinal Studies." Andrew Fishel and Janice Pottker. *Journal of the National Association for Women Deans, Administrators and Counselors,* Spring 1975. Dispels myths by listing results of numerous studies, most of which document the special competence of women principals. Single copies of this article, and others on related topics. Center for the Study of Sex Differences in Education, 6208 Crathie Lane, Bethesda, MD 20016. Free.

4. *Sex Discrimination in the Selection of School District Administrators: What Can Be Done?* Doris M. Timpano and Louise W. Knight. December 1976. First-hand account of a successful "grass roots" organization working to get more women into administrative jobs in Long Island, New York school districts. Advise on the nitty-gritty of organizing and effecting change. Possible model for other groups. Education and Work Group, National Institute of Education, Washington, D.C. 20208. 65 pp. Free.

5. *Wanted: More Women: Why Aren't Women Administering Our Schools?* Suzanne Howard. 1975. "The status of women public school teachers and factors hindering their promotion into administration." Extensive reference list. National Council of Administrative Women in Education, 1815 Fort Myer Dr. No., Arlington, VA 22209. 53 pp. $3.00. Other useful publications.

D. "When I Grow Up . . . "--Preparing for the Work World

1. Counseling

a. *Handbook for Workshops on Sex Equality in Education.* Mary Ellen Verheyden-Hilliard. How to run a workshop on sex equality in schools, with background information on the socialization of children and sex bias in education and the workplace. Based on experience of the Sex Equality in Guidance Opportunities (SEGO) Project of the American Personnel and Guidance Assoc. Women's Program Staff. U.S. Office of Education, 400 Maryland Ave., SW, Room 3121, Washington, D.C. 20202. Single copies free.

b. *Help Wanted: Sexism in Career Education Materials.* Women on Words and Images. 1975. Summarizes research results on sex bias in career education materials. Offers advice to counselors and teachers on counteracting it, and sources of further informaton, including films and slide shows on sex bias in education. Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540. 51 pp. $2.50.

c. *Issues of Sex Bias and Sex Fairness in Career Interest Measurement.* Esther E. Diamond, ed. Spring 1975. Series of papers with a clear introductory overview. Includes guidelines for assessing sex bias in career interest tests, a discussion of black women and career expectations, and more. Education and Work Group, National Institute of Education, Washington, DC 20208. 219 pp. Single copies free.

d. "The Myth of Happily Ever After." Sarah Davidson. *Woman's Day,* May 1974. Fascinating account of a YWCA experiment in demystifying the future for a class of young girls using a marriage and career game, with a wheel of fortune to simulate the vagaries of real life. Reprint, YWCA of Los Angeles, Executive Offices, 1215 Lodi Place, L.A., CA 90038. 4 pp. Free. Also ask about their Vocational Readiness Package.

e. *Women and Educational Testing: A Selective Review of the Research Literature and Testing Practices.* Carol Kehr Tittle, Karen McCarthy, and Jane Faggen Steckler. 1974. Analyzes widely used achievement and occupational/vocational tests for sex bias in language and content. Surveys technical literature on test bias. Important for school personnel using or making judgments based on these tests. Write Women and Educational Testing. Publications Order Office, Educational Testing Service, Princeton, NJ 08540. 140 pp. $4.00 prepaid.

2. Vocational Education

a. *Equal Vocational Education.* Jane Lerner, Fredell Bergstrom and Joseph E. Champagne. 1976. Final report, readable and informative, of a model program for eliminating the effects of past discrimination in Texas vocational education programs. Concrete information on how the project was set up and how it operated. Center for Human Resources, Univ. of Houston, College of Business Admin., Cullen Blvd., Houston, TX 77004. 96 pp. Single copies free, at least at first.

b. *Federal Education Project Newsletter.* Lawyers' Committee for Civil Rights Under Law. Monthly newsletter of a project working to end sex and race bias in federal programs supporting vocational education. Offers up-to-date information on federal legislation, advice for local groups fighting discrimination in these programs, and news of what federal agencies, parents, and community groups are doing. Federal Education Project, Lawyers' Comm. for Civil Rights Under Law, 733 15th St., NW, Washington, DC 20005. Free.

c. *Vocational Preparation for Women: A Critical Analysis.* JoAnn M. Steiger. Dec. 1974. Documents the fact that women do work outside of the home and argues that schools therefore have an obligation to prepare young women realistically for the job market. Points out harmful biases in current vocational education, curricular materials, counseling, and other aspects of school life. A few general recommendations for administrators, counselors and teachers. Available from PEER. 42 pp. Single copies free.

d. *Women in Non-Traditional Occupations: A Bibliography.* 1976. Well-indexed, annotated listing of articles and other materials on women's employment in nontraditional professional and skilled/vocational jobs. Write Bureau of Occupational and Adult Education, U.S. Office of Education, Room 4147, 400 Maryland Ave., SW, Washington, D.C. 20202. 189 pp. Free.

3. Women and Work

a. *U.S. Working Women: A Chartbook.* U.S. Department of Labor, Bureau of Labor Statistics. 1975. Attractive booklet of charts and graphs depicting the characteristics of American working women and their changing status since 1950. A valuable "ammunition" sourcebook for action groups and important information for counselors. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 72 pp. Stock #029-001-01780-4. $1.75.

b. *Women's Bureau,* U.S. Department of Labor. Information and statistics on women workers, career opportunities and related topics. Some highlights: *1975 Handbook on Women Workers,* a 435-page manual on the economic, civil, and political status of women, free; *Facts on Women Workers of Minority Races,* 35¢; and *The Myth and the Reality,* about women in the labor force, 25¢. Some materials in Spanish. For complete publications list and the *Handbook*, write Women's Bureau, Employment Standards Administration, U.S. Dept. of Labor, Washington, D.C. 20210. Order materials for which a price is listed from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

E. Athletics

1. "Closing the Muscle Gap." Ann Crittenden Scott. *Ms.* Magazine, Sept. 1974, pp. 49-55, 89. Good short introductory article confronts myths surrounding women's abilities and sports. Reprint, *Ms.* Magazine, 370 Lexington Ave., New York, NY 10017. $1.00.

2. *The Femininity Game.* Thomas Boslooper and Marcia Hayes. 1973. "You win the game by losing all the others--tennis, volleyball, chess, you name it." Traces how losing has been a way of life for most women since Aristotle, and challenges women "to learn to win--and win big." Stein and Day, NY. 224 pp. $1.95.

3. "Revolution in Women's Sports." *womenSports* Magazine, Sept. 1974. Lively collage report on all aspects of women and athletics. Includes 10-page action manual for students with advice on "talking back" and "fighting back." *womenSports* Foundation, 1660 South Amphlett Blvd., Suite 266, San Mateo, CA 94402. 24 pp. 35¢. For a *womenSports* subscription, write P.O. Box 4964, Des Moines, IA 50306. $8.95/yr., $17/2 yrs.

4. *Women's Athletics: Coping with Controversy.* Dorothy V. Harris, ed. 1974. Collection of short issue papers. Topics include equal rights law, the Olympic games, and "the masculine obsession in sports." American Alliance for Health, Physical Education, and Recreation Publications-Sales, 1201 Sixteenth St., NW, Washington, DC 20036. 120 pp. $3.75. Other useful publications available.

F. Biased Textbooks

1. *Biased Textbooks: A Research Perspective.* Lenore J. Weitzman and Diane Rizzo. *Action Steps You Can Take.* Resource Center on Sex Roles in Education. 1974. Documents sex bias in widely used elementary science, math, reading, spelling, and social studies texts. Action suggestions. Resource Center on Sex Roles in Education, Room 701, 1201 Sixteenth St., NW, Washington, DC 20036. 14 pp. $1.00 prepaid.

2. *Dick and Jane as Victims: Sex Stereotyping in Children's Readers.* Women on Words and Images. Updated edition. 1975. Excellent analysis of readers from 14 major publishers conveys the pervasiveness and pain of sex bias. Women on Words and Images, P.O. Box 2163. Princeton, NJ 08540. 80 pp. $2.00. Other useful materials, too.

3. *Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications.* Covers rules for avoiding sex bias in great detail and offers many examples of biased language and unbiased alternatives. Focuses on harmful stereotyping of males as well as females. McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10020. 11 pp. Free.

4. "100 Children's Books About Puerto Ricans: A Study in Racism, Sexism and Colonialism." Special double issue of *Interracial Books for Children,* Vol. IV, Nos. 1 and 2, Spring 1972. Reports results of a study, from several perspectives, of children's books on Puerto Rican themes. Issues explored in depth. Racism & Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. 16 pp. $2.50. The Resource Center also offers *Fact Sheets on Institutional Sexism* ($1.00), *Stereotypes, Distortions and Omissions in U.S. History Textbooks* ($7.95), and more.

G. Non-Sexist Materials: A Teacher's Guide

1. Books and Curricula

a. *Feminist Book Mart,* P.O. Box 149, Whitestone, NY 11357. Distributes large selection of feminist and non-sexist children's books. Ships bulk for conferences and book fairs. Write for catalog.

b. *Feminist Press,* Box 334, Old Westbury, NY 11568. Catalog includes:

1) *High School Feminist Studies.* Florence Howe, ed. 1976. A collection of 23 syllabi for high school women's studies courses, prefaced by a review of sex bias in high school U.S. history and English literature texts. 186 pp. $5.00.

2) *Nonsexist Curricular Materials for Elementary Schools.* Laurie Olsen Johnson, ed. 1974. Packet of materials to guide teachers in enhancing their own and their students' awareness of sexism. Looseleaf format makes it easy for teachers to copy. Among the materials are checklists for evaluating textbooks for sex bias, a student workbook, biographical summaries of important 19th century women, classroom activities and bibliographies. 96 pp. $5.00.

3) *Strong Women: An Annotated Bibliography of Literature for the High School Classroom.* Deborah Silverton Rosenfelt. 1976. Includes anthologies, autobiography/biography, drama, novels, short stories and poetry. Interesting description of each book, and cross-topical index. 64 pp. $1.50.

4) *Women's Studies for Teachers and Administrators: A Packet of In-Service Education Materials.* Merle Froschl, Florence Howe, and Sharon Kaylen. 1975. Contains material to help schools start inservice courses on sexism in education and on women in history, literature, and social studies. Includes syllabi, sample curriculum materials, a list of resource groups, and a (not entirely audible) cassette with speech excerpts on women in literature, history, and the socialization process. 48 pp. $10.00.

c. *A Guide to Non-Sexist Children's Books.* Judith Adell and Hilary Dole Klein. 1976. Listing by approximate grade level of books that "treat boys and girls as people who have the same kinds of frailties and strengths." Covers pre-school through 12th grade. Academy Press, Chicago. 149 pp. $3.95.

d. *Little Miss Muffet Fights Back: A Bibliography of Recommended Non-Sexist Books About Girls for Young Readers.* Feminists on Children's Media. 1974. Revised ed. Includes selection criteria and covers picture books, fiction, biography, history and women's rights. Also advice on working for change in children's book publishing and getting your own children's book published. Well written, and very high standards of selection. Feminist Book Mart, P.O. Box 149, Whitestone, NY 11357. 62 pp. $1.00.

e. *Non-Sexist Education for Young Children: A Practical Guide.* Barbara Sprung. 1975. Experiences in preschool classrooms applicable to elementary schools. Information on involving parents, creating non-stereotyped environments, early education programs, sources of non-sex-biased books and materials, and a checklist for a nonsexist classroom. Women's Action Alliance, 370 Lexington Ave., New York, NY 10017. 115 pp. $3.25.

f. *We Can Change It.* Susan Shargel and Irene Kane. 1974. Brief bibliography of non-sexist, non-racist books for preschool through third grade. Includes section on "ethnic" books. Extensive discussion of ways to integrate these books into classroom and family life. Change for Children, 2588 Mission St., No. 226, San Francisco, CA 94110. 24 pp. $1.50.

2. Films

a. *Films on the Women's Movement.* General Services Administration, U.S. Government. List of films about women's lives and the women's movement. Description of each, and information on ordering procedures. Recommends other useful listings. GSA, Office of Civil Rights, Washington, DC 20405. 42 pp. Free.

b. *Positive Images.* A guide to nonsexist films for young people. Linda Artel and Susan Wengraf, eds. 1976. Evaluates 400 story, documentary, biography, and experimental films challenging stereotypes. Notes age level (5-17+) and provides ordering information. Booklegger Press, 555 29th St., San Francisco, CA 94131. 120 pp. $5.00.

H. The Law and How to Use It

(NOTE: Sex bias in schools is not only unfair; it's illegal under Title IX of the Education Amendments of 1972. Whether you're working from within or outside of the educational system to achieve equal opportunity for both sexes, there's something here for you.)

1. *How to File a Title IX Complaint.* PEER. 1977. Brief orientation to Title IX and advice on filing a Title IX complaint. Free.

2. *Complying with Title IX: A Resource Kit.* 1976. A series of materials produced for the U.S. Office of Education to help educators comply with the Title IX regulation. Individual pieces available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. One dollar minimum mail order; prepaid only; give stock number and title. We particularly recommend:

   a. *Competitive Athletics: In Search of Equal Opportunity.* Margaret Dunkle. A guide for assessing equal opportunity in athletic programs and for developing strategies to attain it. Designed for higher education institutions, but useful at the secondary level. 142 pp. Stock #017-080-01713-0. $2.75.

   b. *Complying with Title IX: Implementing Institutional Self-Evaluation.* Martha Matthews and Shirley McCune. Steps for educators reviewing school district policies and practices for compliance with Title IX. 141 pp. Stock #017-080-01672-9. $2.10.

   c. *Complying with Title IX: The First 12 Months.* Shirley McCune and Martha Matthews. Offers advice on meeting the five basic requirements of the title IX regulation. 28 pp. Stock #017-080-01669-9. $0.85.

   d. *Identifying Discrimination: A Review of Federal Antidiscrimination Laws and Selected Case Examples.* Shirley McCune and Martha Matthews. The laws, illustrated by real cases from public schools and colleges. 16 pp. Stock #017-080-01671-1. $0.45.

   e. *Implementing Title IX: A Sample Workshop.* Shirley McCune, Martha Matthews, et al. Plan and sample materials for a one-day workshop on Title IX for educators. Appendix includes listing of films on sex role stereotyping and positive images of women. 218 pp. Stock #017-080-01709-1. $3.75.

   f. *A Student Guide to Title IX.* Myra Sadker. Lively introduction to a student's rights and responsibilities under the law. Cartoons, too. 45 pp. Stock #017-080-01710-5. $2.00.

   g. *Title IX and Physical Education: A Compliance Overview.* Adapted from a manual by Marjorie Blaufarb. Discusses Title IX requirements in physical education and how to meet them. Confronts frequent concerns of physical educators about the implications of the law. 29 pp. Stock #017-080-01712-1. $1.40.

   h. *Title IX Grievance Procedures: An Introductory Manual.* Martha Matthews and Shirley McCune. Designed to help institutions evaluate their Title IX grievance procedures and revise them or develop new ones if necessary. 97 pp. Stock #017-080-01711-3. $2.50.

i. *Why Title IX?* Martha Matthews and Shirley McCune. Documents the existence of sex discrimination in schools. 8 pp. Stock #017-080-01670-2. $0.35.

3. *Equal Pay Under the Fair Labor Standards Act.* U.S. Department of Labor, Wage and Hour Division. 1974. A brief introduction to the Equal Pay Act of 1963, which bars sex discrimination in pay and benefits: jobs covered, provisions of the law, and four tests with illustrations to use in identifying discrimination. U.S. Department of Labor, Employment Standards Administration, Washington, D.C. 20210. 8 pp. Free.

4. *Peer Perspective.* Quarterly newsletter of the Project on Equal Education Rights. Reports on current developments under Title IX and other federal law affecting rights of girls and women in the public schools, including Congressional and local action. Free.

5. *Project on the Status and Education of Women.* Association of American Colleges, 1818 R St., NW, Washington, D.C. 20009. A clearinghouse of information on women in higher education. Many materials also relevant for elementary and secondary schools, particularly their publications on athletics, women and film, and Title IX. Single copies only, free.

6. *Report on Title IX Enforcement.* PEER. Due August 1977. Personal stories and statistics taken from the files of the Department of Health, Education and Welfare document charges that HEW has been doing a poor job of enforcing Title IX. One copy automatically sent free to everyone on PEER's newsletter mailing list as of 7/1/77. $1.

7. *Summary of the Regulation for Title IX Education Amendments of 1972.* PEER. 1976. Four-page "English language" summary of the complex Title IX regulation issued by the Department of Health, Education and Welfare. 4 pp. $5.00 per 100; single copies and small orders free.

8. *Title IX Line: The Program for Educational Opportunity Newsletter.* The University of Michigan School of Education. Published periodically. Each issue explores one aspect of Title IX and offers suggestions to help school districts comply. Single copies of back issues available on self-evaluation (No. 5) and the role of the Office for Civil Rights in adminstering Title IX (No. 6). Write Title IX Line, School of Education, The Univ. of Michigan, Ann Arbor, MI 48104. Free.

9. *Title IX: How it Affects Elementary and Secondary Education.* Equal Rights for Women in Education Project, Education Commission of the States. Feb. 1976. Attractive booklet designed to assist school districts in complying with Title IX. Summarizes key provisions of the regulation and offers implementation suggestions. Publications Desk, Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80203. 35 pp. $2.00 Other useful publications also available from the Equal Rights Project.

10. *Title IX materials from the U.S. Department of Health, Education and Welfare.* Write Public Affairs, Office for Civil Rights, Room 5410, 330 Independence Ave., SW, Washington, DC 20201. Free.

    --The *law* itself

    --*The Title IX regulation.* With a fact sheet and examples of practices illegal under Title IX.

    --*Sports memorandum.* Sheds some light and more confusion on Title IX's implications for school sports programs.

    --*Elementary and Secondary Division Title IX Manual.* A guide for HEW staff investigating sex discrimination charges, this will also be helpful to educators and community groups working to identify school practices that violate the law.

    --*Federal laws and regulations prohibiting sex discrimination.* On a single chart for easy reference--the Equal Pay Act, Title IX, Executive Order 11246, the Equal Credit Opportunity Act, and more. Coverage, provisions and enforcement procedures. Prepared by the Women's Equity Action League.

11. *Title VII of the 1964 Civil Rights Act.* Requires equal opportunity in employment regardless of race, color, religion, sex or national origin. For a copy of the law and implementing regulations, write Equal Employment Opportunity Commission, Office of the General Counsel, 1800 G St., NW, Washington, DC 20506. Free.

I. Organizing for Action

(NOTE: The following provide sound advice for parents, activists, and other community people pressing for change in the schools.)

1. *Direct Action Organizing: A Handbook for Women.* Midwest Academy. Feb. 1974. 3rd ed. Frank, concise introduction to the realities of organizing to win. Aggressive strategies for the inexperienced but committed organizer. Midwest Academy, 600 West Fullerton, Chicago, IL 60614. 22 pp. $1.25.

2. *Title IX Monitoring Kit.* PEER. Due August 1977. For parents and citizens action groups who want to check up on Title IX progress in their local schools. Information on the law, monitoring forms, and strategies for bringing about change. Free.

3. *Tool Catalog: Techniques and Strategies for Successful Action Programs.* American Association of University Women. 1972. Thorough presentation includes goal-setting and organizing, practical advise on dealing with institutions, fact-finding, publicity techniques, and day-to-day organizational matters. Designed for the fledgling AAUW member-activist, but useful for all community groups. AAUW 2401 Virginia Ave., NW, Washington, DC 20037. 248 pp. $6.50.

V. Films:

(NOTE: The following films are available on a free-loan basis to Oklahoma teachers *only* from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, OK 74074. Out-of-state teachers MUST order the films from the addresses listed below.)

A. "Bias: A Four-Letter Word." Color, 22 minutes, Malibu Corporation, 1977. Available from Malibu Corporation, Box 428, Malibu, CA 90265.

(NOTE: This film is aimed at junior high, senior high, and adult audiences. It questions the rationality of our society. It shows how our system not only accepts, but encourages conditions that nourish self-prejudice, snap judgments of people, and tendencies to stereotype on the basis of appearance and occupation. It compares conflicts such as male vs. female [and vice versa], old vs. young, and tall women vs. short men.)

B. "Looking at Tomorrow." Color, 15 minutes, Churchill Films, 1977. Available from Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069.

(NOTE: This film is aimed at junior and senior high audiences. After an opening song and visual montage of girls in the process of "becoming," the narrator's remarks lead to a documentary treatment of seven young women at their jobs. The jobs, including that of the narrator, are lawyer/congresswoman, bricklayer, violin maker, telephone framer, employment representative, self-employed businesswomen/artist, air traffic controller, and animal nutritionist. The exploration of each career includes the concepts of individual choice, preparation and reward. The film concludes with a summation by the narrator and an up-tempo rendition of the opening song accompanied by another visual montage and quick glimpses of other women in a variety of jobs.)

C. "Men's Lives." Color, 45 minutes, New Day Films, 1977. Available from New Day Films, P. O. Box 315, Franklin Lakes, NJ 97417.

(NOTE: This film is aimed at junior high, senior high, and adult audiences. The film uses interviews with children and men who discuss what it means to be a man; an excellent presentation which reveals a range of values and expectations. Uses famous movies and television film clips and advertisements to demonstrate societal versions of the ideal male. Also discusses the impact of society's economic structure on men's lives.)

D. "Other Women, Other Work." Color, 20 minutes, Churchill Films, 1970. Available from Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069.

(NOTE: This film is aimed at junior and senior high audiences. It portrays women enjoying their traditionally male professions; gives awareness of additional options available for women who work. This film could be included in a unit on careers.)

E. "When I Grow Up." Color, 18 minutes, Motorola Teleprograms Inc., 1977. Available from Motorola Teleprograms Inc., 4825 N. Scott St., Suite 23, Schiller Park, IL 60176.

(NOTE: This film is aimed at junior high, senior high, and adult audiences. A series of vignettes demonstrates how stereotyping creeps into teachers', counselors', and administrators' behaviors and then shows positive ways school personnel can help youngsters have expanded role expectations; expecially recommended for preservice and in-service professionals.)

F. "Women's Prejudice Film." Color, 18 minutes, Barr Films, 1975. Available from Barr Films, P.O. Box 5667, Pasadena, CA 91107.

(NOTE: This film is aimed at junior high, senior high, college, and adult audiences. The film presents viewpoints concerning the equality of roles among women and men to stimulate viewers to reappraise their current attitudes toward the restriction of women's roles in the world of work.)

G. "Hey, What are Your Plans for the Next 60 Years?" Eighty-four color slides and cassette. Oklahoma State Department of Vocational and Technical Education, 1980. Presentation is not available to out-of-state instructors.

(NOTE: The need for future planning is emphasized by taking a realistic look at the world today in terms of employment opportunities, labor demands, and work and social roles. The show depicts a broad cross-section of vocational programs offered in Oklahoma and stresses the need for examining all vocational options including nontraditional ones.)

H. "Breakout." Color videotape, 25 minutes, Oklahoma State Department of Vocational and Technical Education, 1979. Videotape is not available to out-of-state instructors.

(NOTE: This film deals with women in several nontraditional roles from various employment positions and backgrounds. Consists of discussion and numerous interviews with women, focusing on women in the construction trades.)

CLASSROOM STRATEGIES FOR PROMOTING SEX-FAIR EDUCATION UNIT I

INFORMATION SHEET

I. Purposes of promoting sex-fair education

A. To help participants become aware of discriminaton based on sex, particularly in educational settings

B. To help participants plan strategies to eliminate discrimination, based on sex, in educational settings (Assignment Sheet #19)

II. Terms and definitions

A. Sexism--System of beliefs (unconscious or conscious) which includes sex bias, sex discrimination, and sex-role stereotyping

(NOTE: *Sexism* can be compared to *racism*.)

B. Sex bias--Attitude based on the assumption that one sex is superior to the other regardless of their abilities or competencies

C. Sex discrimination--Practice of excluding a person from a situation or task solely on the basis of sex; can be disputed in a court of law

D. Sex-fair--Consideration of each individual with regard to particular talents, strengths, and weaknesses unrelated to gender; opposite of sexism

(NOTE: The term *sex-fair* is used interchangeably with the term *nonsexist*. Since sex-fair has a more positive implication, it will be used throughout these instructional materials.)

E. Feminist--Person who promotes equality of the sexes

F. Sex roles--Behaviors and qualities which characterize males or females in a given culture

G. Sex-role stereotype--Generalization in which roles are prescribed for females and males; act as models in patterning behavior for children

(NOTE: May be useful in providing emotional stability but may also be harmful by limiting potential of individuals.)

III. Characteristics of sex-fair education

A. Intended for both sexes

B. Not associated with a political movement

(NOTE: Some people mistakenly equate sex-fair education with radical feminist politics. Sex-fair education is unrelated to politics of any kind although its original basis was the women's equality movement.)

INFORMATION SHEET

C. Requires a professional attitude

(NOTE: It is important that professionalism is built into every aspect of sex-fair education. Even though most people are biased to some degree, educators must be able to separate personal bias from professional responsibilities.)

D. Stresses changing behaviors and attitudes

Example: A shorthand teacher's *behavior* may change by including boys in the class even though the teacher's *attitude* continues to be that there's something wrong with boys who want to learn this skill. Eventually, that teacher's attitude may change by seeing, through experience, that, like some girls, some boys may find stenography a good way to start out in the business world

E. Designed to eliminate bias as well as discrimination

F. Considers minority needs

(NOTE: Although the major focus of sex-fair education is on counteracting sexism, the activities that have been included can be adapted to work with students who have been subjected to racism as well as sexism.)

G. Functions within the school system

(NOTE: Change must occur *inside* the system, regardless of whether the initiative for change comes from outside or inside the system.)

H. Oriented toward both short- and long-term change (Assignment Sheet #3)

(NOTE: Some changes are easy and take place quickly; others are complex and take a longer period of time.)

Example: It's fairly easy to change course titles and open classes to both sexes. However, it takes longer to change behavior and attitudes. Just because girls are admitted to auto mechanics classes doesn't mean the teacher's expectations of girls in that class are automatically changed

I. Stresses open, positive communication

IV. Awareness stages leading to change (Assignment Sheet #3)

(NOTE: Not everyone will experience each of these levels in this specific order.)

A. No problem exists (shock or surprise)

Example: "What do you mean that I discriminate against boys in my classroom? I treat every student exactly alike!"

INFORMATION SHEET

B. Others, not me (guilt or projection)

Example: "I feel terrible that I've taught in sex-segregated groups for years. But, you know, the parents in our community are so rigid. They'll never accept coed physical education classes."

C. Awareness or rationalization (Assignment Sheets #5, #6, #7, #8, #11, #12, #13, #14, #15, #16 and/or #17)

(NOTE: It is at this stage that the real problem-solving can begin.)

Example: "You know, I realized that I did expect the boys in my class to be better at mathematics than the girls."

D. Rage (Assignment Sheet #18)

(NOTE: It is at this stage that people may become angry at the injustices they feel have been leveled against them. You must be cautious here or you will do more harm than good.)

Example: "Last week in my class, my student teacher, Joe Smith, was putting the girls and boys in separate groups for an activity. I couldn't believe it! He doesn't know anything about this sex stereotyping issue, and I let him know it, too, right there in front of everyone. Joe and all the kids now know who's running this classroom."

E. Integration and action (Assignment Sheet #19)

(NOTE: This is perhaps the most difficult and the most important stage of change. During this stage you must determine the specific implications of the new information and the action that you will take. You must also identify the knowledge and skills that you will need to accomplish your objectives.)

Example: "One of my goals as a teacher is to analyze my teaching methods to make certain that my unconscious biases are not influencing the kids in my classes."

F. Acceptance

(NOTE: This final stage is achieved when the new information is so integrated into your behavior that it seems as if it has always been a part of you.)

Example: "The skills I've learned to identify biases in textbooks have improved all aspects of my teaching."

INFORMATION SHEET

V. Ways people learn sex roles (Assignment Sheets #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11 and/or #12)

(NOTE: While none of the following theories can alone account for the way people learn their sex roles, they all play a part in the process of learning and accepting sex-typed roles.)

A. Genetic factors

(NOTE: The biological theory suggests that sex-role differences can be attributed to innate, genetic factors. This implies that children develop according to genetic structure.)

Example: Injecting monkeys with the male sex hormone, testosterone, increases aggressive behaviors and decreases nurturant behaviors

B. Imitation

(NOTE: This theory suggests that sex-role differences originate when children learn sex roles through identification and imitation of adult/parent models. However, these actions are not learned through father/son, mother/daughter relationships only.)

C. Genetic and cultural combinations

(NOTE: Genetic tendencies can be strongly influenced by the values a culture reinforces and teaches its children, but no amount of reinforcement or modeling will develop a trait for which there is no genetic tendency.)

Examples: Sex differences in math skills may be genetically induced, but a teacher could do much to maximize or minimize these differences

A girl becomes a fine seamstress only if she has an ability for fine motor coordination and also is encouraged by someone to spend time and effort in learning how to sew

D. Cognitive development

(NOTE: When a child can label him- or herself as male or female the child will choose to do those things which emphasize maleness or femaleness.)

INFORMATION SHEET

E. External factors/environmental influences

(NOTE: This theory suggests that the newborn baby is a relatively empty organism who identifies as male or female through reaction to environmental stimulations and reinforcement from family, friends, and community. Behaviors that are reinforced in a child are behaviors that are based on the norms and values of a particular society.)

Examples: Cultural expectations, such as what the society says about how males and females should act

Peer group pressures to conform to expected standards

Teaching and testing methods

Local social status systems, such as social dating, and what jobs are valued in a local system

Media, such as television, movies, textbooks, magazines, newspapers, radio

Language, how we view our culture through the words we use to describe it

VI. Facts about the changing labor force (Transparencies 1-4, Assignment Sheets #13 and/or #14)

(NOTE: The major purpose of vocational education is to prepare people for employment. To effectively do this, vocational educators must respond to the rapid changes in the labor force and understand the accompanying social, economic, and cultural changes. The following statistics were taken from a U. S. Department of Labor report, February, 1980.)

A. Nine out of ten young women in high school today will work for pay outside their homes at some point in their lives

B. Over 51 percent of all women 16 years old and over were in the work force in 1979

C. Ninety-one percent of American men between the ages of 18 and 64 are employed outside the home

D. Sixty percent of women workers aged 25 to 34 have to juggle responsibilities of home and child care with those of a job

E. In forty-seven percent of the nation's married couples, both husband and wife are employed outside the home

F. Most women work because of economic need

G. Nearly two-thirds of all women in the labor force are single, widowed, divorced, separated, or have husbands whose earnings are less than $10,000

INFORMATION SHEET

H. Over one-half of the nation's children have working mothers

I. Women with four years of college, on the average, make less money than men with an eighth-grade education

J. For every $1.00 men earn, women earn $.57

K. At the beginning of the 1980's, working women are in the same position they were in at the outset of the 1970's regarding full-time wages and salaries; they averaged about $6 for every $10 earned by men

L. The difference between the average yearly incomes of male and female workers has increased over the past 20 years

M. The average American woman can expect to spend 22.9 years of her life in the work force

N. The average American man can expect to work for pay outside the home for 42 years

O. Black women have the highest labor force participation of any group of women

P. Women were 80 percent of all clerical workers in 1978 but only 6 percent of all craft workers

Q. In 1976 thirty-nine percent of all vocational education programs had enrollments which were 90 percent male or 90 percent female

R. The vocational training areas with the largest female enrollment (more than one-third of all females enrolled in vocational education) are consumer and homemaking programs

S. Trends in male/female enrollment in vocational training programs show that males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs

VII. Factors that have led to increased numbers of women in the labor force

A. Increased number of available jobs

B. Lower birth rate, fewer children

C. Increased educational level of women

D. Increased number of women living alone or with unrelated individuals

E. Changing social mores about working women

F. Increased life expectancy of women

G. Shorter, more flexible working hours

INFORMATION SHEET

VIII. Damaging effects of sex-role stereotyping on males and females (Assignment Sheets #15, #16, #17, and/or #18)

(NOTE: The following examples are not intended to be rigid judgments of behavior, but, instead, to be a basis for classroom observation and discussion.)

A. Males

1. Lose options for full development of personality

Examples:

Conform to social notions of what is "manly" much earlier and more vigorously than similar attitudes with respect to girls

Build expectations that are higher than their achievements

Encouraged to be aggressive; discouraged from expressing fears, anxieties, and weaknesses

Experience adverse peer pressure when showing an interest in writing poetry, playing a musical instrument, enjoying art projects, or cooking

2. Lose freedom to develop full academic potential

Examples:

Traditional school activities are generally more interesting to girls than to boys

Due to lagging physical development in the elementary years, boys may appear clumsier, noisier, and messier; often the classroom is not organized in a manner to allow boys to utilize this excess energy constructively

When teachers criticize boys, they are more likely to be stern and sarcastic; boys receive 8 to 10 times more reprimands than girls

Among boys and girls of comparable IQ, girls are more likely to receive higher grades than boys

Boys who do equally well as girls on achievement tests get lower grades in school

Two-thirds of all grade repeaters are boys

National delinquency rates are five times higher among boys than girls

Teachers react differently to aggression from boys than from girls

Teachers tend to treat boys and girls differently during instructional periods

INFORMATION SHEET

3. Lose nurturing and emotional qualities

   Example: Actively discouraged as children from play activities involving baby substitutes and, except in rare instances of large families with few or no older sisters, they are not usually required to help much in the daily care of younger siblings

B. Females

1. Lose options for full development of personality

   Examples: As boys and girls progress through school, opinions of boys grow increasingly more positive while the opinions of girls grow increasingly more negative; both sexes are learning that boys are worth more

   College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual desire to avoid success

   Both male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity

2. Lose freedom to develop full academic potential

   Examples: Although, intellectually, girls start off ahead of boys, by the high school years a different pattern emerges and girls' performance on ability tests begins to decline

   Male students exhibit significantly more IQ gain from adolescence to adulthood than do the female students

   Teachers actually teach boys more than they teach girls; boys receive more directions from teachers and are twice as likely as girls to receive individual instruction

INFORMATION SHEET

3. Lose potential to consider wide range of occupations

Examples: By the time they are in the fourth grade, girls' visions of occupations open to them are limited to four: teacher, nurse, secretary, or mother; boys of the same age do not view their occupational potential to be as restricted

By the ninth grade, 25 percent of boys and only 3 percent of girls are considering careers in science and engineering

Except for beginning engineers and chemists, women's salaries are lower than those of men with comparable training and experience at every age, every degree level, and in every field

Major Occupations Employing Men and Women

Ten Major Occupations Employing Women	Ten Major Occupations Employing Men
Secretaries	Engineers
Food Service Workers	Carpenters
Teachers (except college and university)	Auto Mechanics
Sales Clerks	Mechanics (except auto)
Bookkeepers	Blue Collar Worker Supervisors
Health Service Workers (dental assistants, practical nurses, nursing aides)	Truck Drivers
Personal Service Workers (hairdressers, child care workers, attendants)	Cleaning Workers
Nurses, Dieticians, Therapists	Food Service Workers
Cashiers	Farm Owners and Tenants
Private Household Workers	Protective Service Workers (fire, police, etc.)

Source: Department of Health, Education, and Welfare. Office of Education, Bureau of Occupational and Adult Education, "Enrollments in Vocational Education Programs FY 1976." Washington, D.C.: Bureau of Occupational and Adult Education, 1978.

TM 1

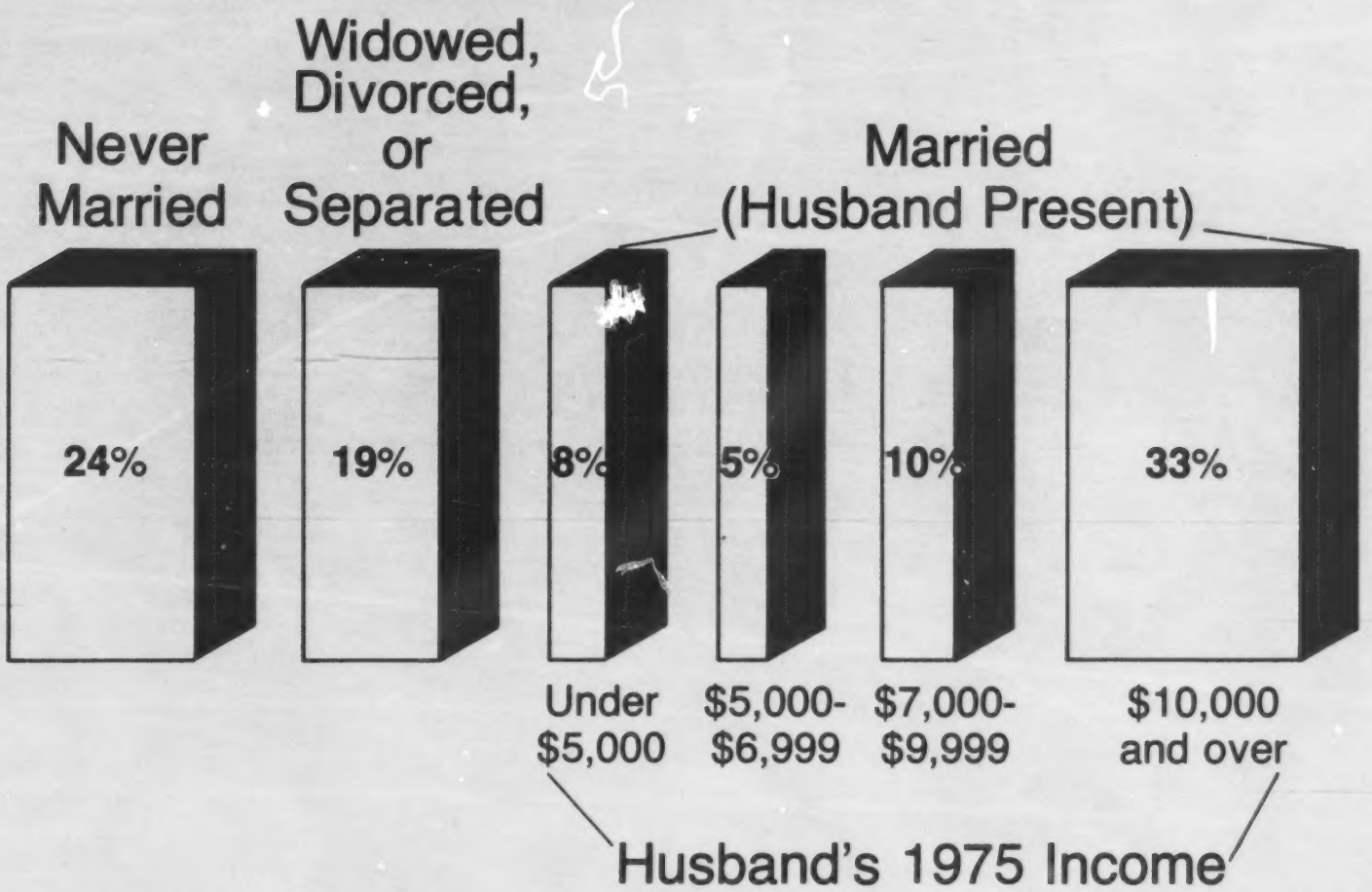
Trends in Female and Male Enrollments in Vocational Education

	1969		1976	
	Female	Male	Female	Male
Agriculture	02.0	98.0	11.3	88.7
Distribution	44.5	55.5	48.0	52.0
Health	92.2	07.8	78.7	21.3
Consumer and Homemaking	95.5	04.5	83.2	16.8
Occupational Home Economics	86.7	13.3	84.7	15.3
Office	78.0	22.0	75.1	24.9
Technical	08.7	91.3	11.3	88.7
Trades and Industry	11.1	88.9	12.7	87.3
Special Programs	41.0	59.0	33.3	66.7

Source: U.S. Department of Labor, Women's Bureau. "Table 1: Employed Persons in Selected Occupations - 1976 Annual Averages." Washington, D.C.: Women's Bureau, 1977.

Most Women Work Because of Economic Need

(Women in the Labor Force, by Marital Status, March 1976)

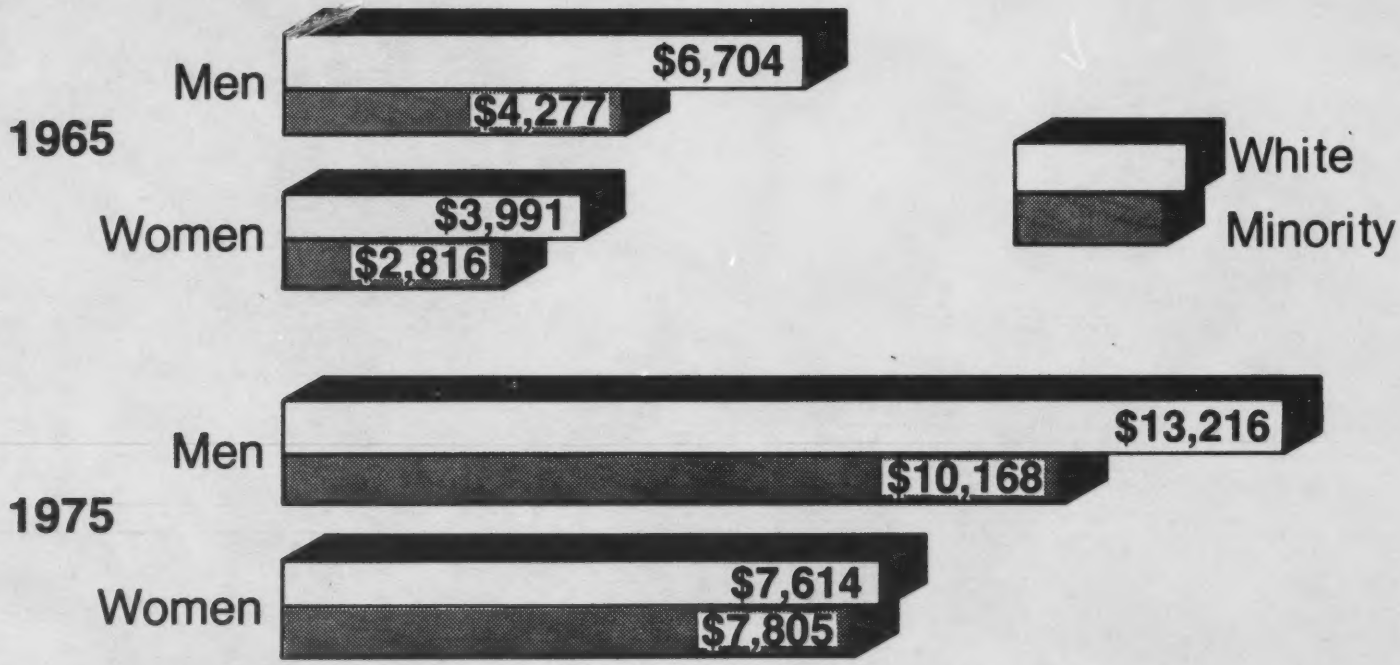


Source: Prepared by the Women's Bureau, Employment Standards Administration, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.
August 1977

TM 3

EE - 35

Fully Employed Women Continue to Earn Less Than Fully Employed Men of Either White or Minority* Races



*Includes all races other than white.

Source: Prepared by the Women's Bureau, Employment Standards Administration, U.S. Department of Labor, from data published by the Bureau of the Census, U'S. Department of Commerce

August 1977

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #1--GET ACQUAINTED WITH PARTICIPANTS
(THREE THINGS)

1. INTRODUCTION

   Stereotyping is something that is "done to" all of us. We may be stereotyped because of our sex, race, area of the country in which we live, or the kind of work we do. Nevertheless, these are labels all of us have to deal with. Whatever the case, we all do things that are "typically" female and/or "typically" male, regardless of our sex. The important thing is that we feel good about who we are and the things we like to do.

   In the following activity, you will be asked to fill out a card, telling some things about yourself. You will then be asked to introduce another participant based on the information on his or her card.

2. APPROXIMATE TIME -- 30 minutes

3. MATERIALS NEEDED

   a. Pencils, enough for all participants

   b. Enough 3 x 5 unlined note cards for each participant

   c. Straight pins, if you decide to use the cards for name tags

4. PREPARATION--Write the following "three things" on newsprint or on the chalkboard before you begin the workshop.

   (NOTE: You may want to give the examples orally, although writing them down may eliminate some confusion.)

   a. One thing about yourself you like or like to do that is typical of your sex.

      Examples: If you are female, you might like to cook, which is thought to be typical of females

      If you are male, you might like to work on cars, which is thought to be typical of males

   b. One thing about yourself you don't like or like to do that is typical of your sex.

      Examples: If you are female, you might not like to sew

      If you are male, you might not like to play football

ASSIGNMENT SHEET #1

c. One thing about yourself you like or like to do that is typical of the opposite sex.

Examples: If you are female, you might like to hunt and fish, activities which are thought to be typically male

If you are male, you might like to cook, an activity that is thought to be typically female

5. PROCEDURE

a. Give each participant a card and a pencil.

b. Display the instructions in front of the participants, asking participants to write these "three things" on one side of their card.

c. Allow participants time to complete their cards, approximately 3-5 minutes

(NOTE: You might tell participants to briefly label their "three things" to avoid confusion later on.)

d. Collect all of the cards and place in a box or on the floor in the middle of the group.

e. Ask participants to pick a card and then to go around the group to determine the person who matches the card.

(NOTE: In order to find a match each person must ask questions from the card. When the participant has found a match, he or she should write the person's name on the other side of the card. They should also find out where the person works, what he or she does, and any other interesting facts they have time to discover.)

f. Ask participants to return to the total group when all participants have found the people who match their cards.

g. Ask participants to introduce the person they found to the total group, using the information on the card.

(NOTE: If the group is too large, the introduction should include only the name and one idea about the person found on the card. Another option with a large group, over 20, is to divide the group into smaller groups. In this second instance, you may need someone to help you with one of the smaller groups.)

h. Ask participants to return cards to the originators.

(NOTE: At this time, you may want participants to wear these cards as name tags for a portion of the day.)

ASSIGNMENT SHEET #1

6. CLOSING REMARKS

Through this activity we hope you have learned that everyone likes to do things that are not "typical" of their sex. Some of the ideas have been amusing, others have been real "eye-openers." In any event, we all do things that are typical of each sex and things which are not. We hope you have learned more about the people here and will get to know them even better as the workshop/class continues.

Adapted with permission from *Women's Equality in Education,* OEG-0-70-4051. Developed by Terry Masters, October, 1976.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #2--GET ACQUAINTED WITH PARTICIPANTS (SUPER-DUPER NAME TAG)

1. INTRODUCTION

   There are many sides of a person's total self other than what appears on the surface. No matter how you first "label" or "stereotype" a person on first impression, that man or woman usually has some pretty neat things inside. This activity will provide you with an informal and creative way to talk to some of the participants and to find out more about them.

2. APPROXIMATE TIME -- 30-60 minutes, depending on size of group

3. MATERIALS NEEDED

   a. Newsprint or chalkboard

   b. Masking tape

   c. Wide, dark-colored, felt-tipped marker

   d. Felt-tipped markers of various sizes and colors, crayons, or other appropriate "art" materials

   e. Old magazines, suitable for cutting up

      (NOTE: You will want to have a variety of "men's" and "women's" magazines.)

   f. Enough 8 x 10 pieces of white, heavy paper for each participant

   g. Yarn, enough to string through each name tag

   h. Scissors, several pair

4. PREPARATION

   a. Punch holes in heavy papers and string with different colors of yarn.

      (NOTE: You may want to use pink and blue yarn to see how participants react to being "given" these colors or to see if they will choose the color "appropriate" for their sex.)

   b. Write the following instructions on sheets of newsprint or on a chalkboard.

      (NOTE: You will want to tape the newsprint up around the room so participants can refer to the different steps as they are completing their cards.)

      1) Upper left-hand corner (front side)--Leave this blank.

      2) Upper right-hand corner (front side)--Write at least three words that describe you.

ASSIGNMENT SHEET #2

3) Lower left-hand corner (front side)--Draw or cut out pictures of things you like to do.

4) Lower right-hand corner (front side)--List something you want to accomplish today, this year, and in ten years.

5) Upper left-hand corner (back side of tag)--Write something you have learned recently that has really been an "eye-opener."

6) Upper right-hand corner (back side)--Write two things about yourself you like or like to do that are typical of your sex.

7) Lower left-hand corner (back side)--Write two things about yourself you don't like or like to do that are typical of your sex.

8) Lower right-hand corner (back side)--Write two things about yourself you like or like to do that is typical of the opposite sex.

c. Gather materials needed for activity.

5. PROCEDURE

a. Give each participant an 8 x 10 sheet of heavy paper that has already been strung with yarn.

(NOTE: If you have chosen to use blue and pink yarn, you may want to let participants "choose" their cards and then comment on the colors later.)

b. Ask participants to divide both the front and back of their cards into fourths.

c. Review the rules for this activity using the newsprint or chalkboard you have already prepared. Elaborate on the rules you have written using the points listed below.

(NOTE: Make sure everyone can see the categories. Explain the directions slowly so everyone will understand.)

1) Upper left-hand corner (front side)--Leave this blank. Later on, another participant in the group will write your name or nickname here.

2) Upper right-hand corner (front side)--Write at least three words that describe you.

3) Lower left-hand corner (front side)--Draw or cut out pictures of things you like to do. Don't worry about art work; stick figures will be fine. These may be illustrations of the words in step 2, but not necessarily.

ASSIGNMENT SHEET #2

4) Lower right-hand corner (front side)--List something you want to accomplish today, this month, this year, and in ten years. Try to make these realistic goals related to topics that we will be discussing during the workshop/class.

(NOTE: Have participants label these on their cards.)

5) Upper left-hand corner (back side of tag)--Write something you have learned recently that has really been an "eye-opener." Again, try to relate this to what this workshop/class is all about.

6) Upper right-hand corner (back side)--Write two things about yourself you like or like to do that are typical of your sex. For example, if you are female, you might like to cook, which is thought to be typical of females. If you are male, you might like to work on cars, which is thought to be typical of males.

7) Lower left-hand corner (back side)--Write two things about yourself you don't like or like to do that are typical of your sex. For example, if you're female, you might not like to clean house or do the laundry. If you're male, you might not like to work in the yard.

8) Lower right-hand corner (back side)--Write two things about yourself you like or like to do that are typical of the opposite sex. For instance, if you are female, you might like to hunt and fish, activities which are thought to be typically male. If you're male, you might like to take care of small children, an activity which is thought to be typically female.

d. Allow participants 15-20 minutes to complete their name tags.

(NOTE: Make sure that people SPREAD OUT while completing this activity.)

e. Pool all name tags in center of the room.

f. Ask participants to pick a tag from the pool and then to go around the group to find the person who matches the tag.

(NOTE: In order to find a match, each person must ask questions from the name tag. When the participant has found a match, she or he should write the person's name in the blank space and talk more about the information on the tag with the person.)

g. Ask participants to return to the total group when all participants have found their "matches."

(NOTE: Participants should keep the other person's tag until after introductions are made.)

h. Ask participants to introduce the person they found to the total group, using the information on the tag.

(NOTE: After introductions have been made, name tags should be returned to the appropriate people. They can be worn for a short time until the participants are familiar with everyone's names and faces.)

ASSIGNMENT SHEET #2

6. CLOSING REMARKS

We hope you have enjoyed this activity and that it has served as a "fun" way to get to know those people you will be spending some time with in the next few days (hours). Were any of you surprised at some of the things that were revealed about other participants? Did your first impressions hold up or had you misjudged those around you? During the workshop get to know the other participants better. Find out more about them. All of us have things to offer.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #3-EVALUATE CHANGES IN YOUR LIFE

1. INTRODUCTION

Throughout our lives we are confronted with changes--big changes, little changes, changes we can control, and changes we can't control. Getting married, changing jobs, going to college, having a baby--these are changes we have some control over. They are expected changes, ones we can prepare for and ones we anticipate. But not all changes are planned. President Kennedy's assassination, the moon landing--these are changes we cannot predict. Nevertheless, change is inherent in our lives, especially today. The problem is not that change will come, for it surely will, but that we must learn to "roll with the punches," accept what we value in the new, and discard what we do not value. In short, we must learn to deal with *all* changes we will see in our lifetimes.

Inherent in every change is surprise, for each change brings both good and bad surprises, things we could foresee and things we could not. Also inherent in change is fear, fear of what we cannot control. The list of fears that people have is endless. Each of us harbors some kind of fear. Here are some examples:

. . . fear of what others think or say
. . . fear of failure in school
. . . fear of losing a job
. . . fear of competition
. . . fear of not getting a job
. . . fear of talking before a group
. . . fear that others will not accept us

The truth is that 99 percent of all the things we fear or worry about never happen. If we could redirect all the energies wasted on worrying into ways of taking advantage of our strong points, we would be successful beyond all our dreams.

In this activity, you will be examining some of the changes that have taken place in your life and see just what you were feeling at the time each of these changes took place. Try and remember *exactly* how you felt before and after each change. If it was a predictable change, did all your anticipations and fears come true? How were you surprised by this change? What happened that you did not predict? If it was a change you had no control over, how did you handle the change? Were you shocked, mad, or accepting of the change?

2. APPROXIMATE TIME -- 45 minutes

ASSIGNMENT SHEET #3

3. MATERIALS NEEDED

   a. Pencils

   b. Overhead projector

   c. Blank acetate for use on overhead projector

   d. Marker for use on overhead

   e. Enough "Change Time Lines" for all participants

   f. Enough "Change Is . . ." sheets for one person in each small group

4. PREPARATION

   a. Reproduce enough "Changing Time Lines" for all participants.

   b. Reproduce enough "Change Is . . ." sheets for one person in each small group.

5. PROCEDURE

   a. Begin activity with brief introduction, using the guidelines provided.

   b. Instruct participants to use the "Change Time Line" on the next page to record two or three changes that took place in their lives during each of the decades listed on the right of the time lines.

   c. Have participants record the feelings they had before, during, and after their stated changes took place; record these feelings on the left side of the time lines.

      (NOTE: Give participants about five minutes to complete their time lines.)

   d. Ask participants to form small groups and share their feelings with the people around them; allow 10 minutes for this exchange.

   e. Call the group back together

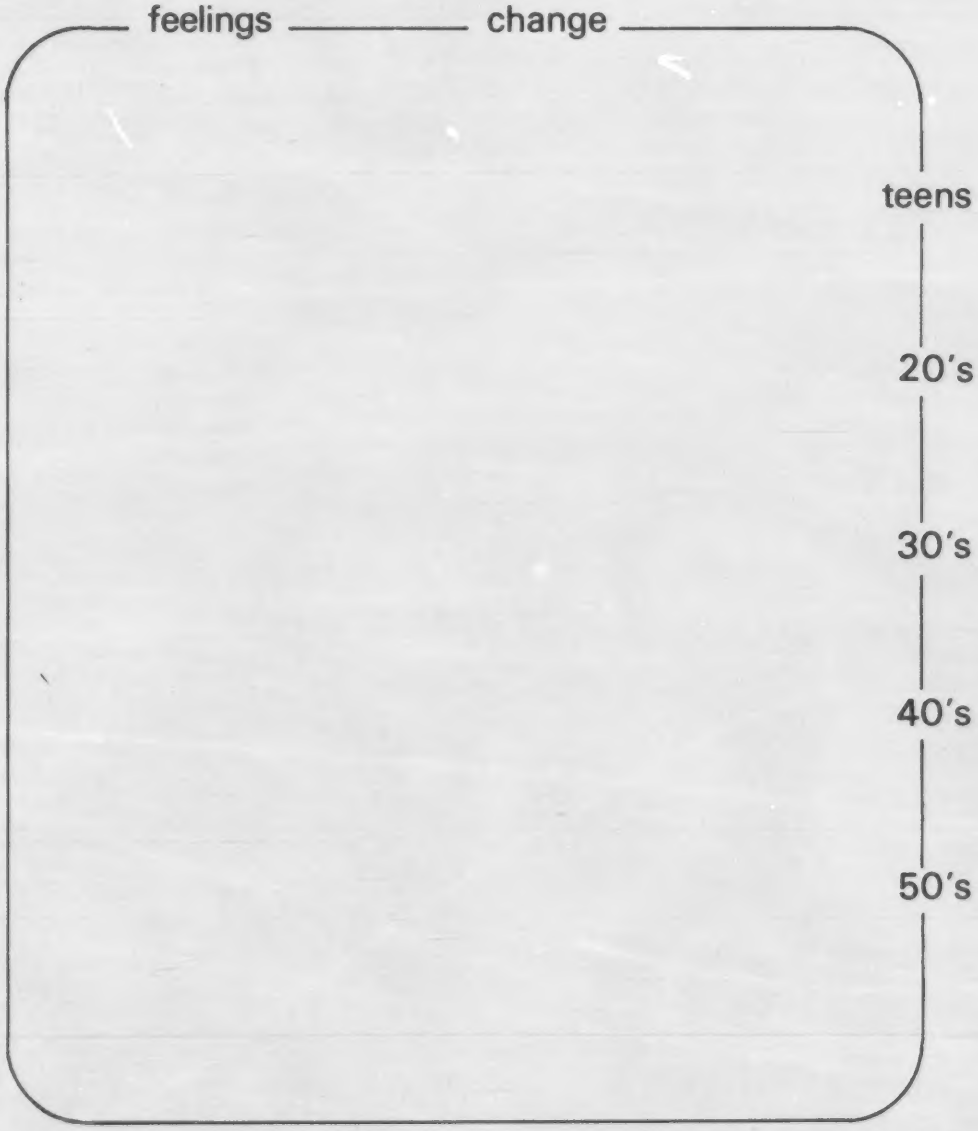
   f. Ask participants to call out some of the feelings that complete this sentence: "CHANGE IS . . ."

      (NOTE: Use the overhead projector or newsprint to record what participants say.)

ASSIGNMENT SHEET 3

Changing: Time Line

feelings ——— change



ASSIGNMENT SHEET #3

6. CLOSING REMARKS

One parting thought . . . with all changes we grow. Little by little, we learn to accept the fact that change is inevitable. It is how we handle that change, how we deal with change on a day-to-day basis that is important. As we have seen, change means different things to all of us. We will be talking about change today, changes dealing with sex bias and sex discrimination, changes that are occurring in our schools, in our homes, in society, and in ourselves. We will not be asking you to change your values. No one will try to make you change. What we hope to do is to get you to think, to consider, to try on new ideas. We want you to look openly at ideas which seem foreign or uncomfortable to you, to examine them, to consider them. What you like, take with you. What you don't like, throw away. We want to give you the time, the stimulus, and the supportive environment to consider some new ideas. See what you think.

Adapted with permission from Terry Masters, Consultant, Austin, Texas.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #4--EVALUATE VARIOUS TYPES OF MEDIA

1. INTRODUCTION

   All types of media influence us by constantly bombarding us with new ideas, new facts, new faces, new values. There is seldom a place we can go that doesn't have a television, a radio, or a newspaper.

   This electric technology is forcing us to reconsider and re-evaluate practically every thought, every action, and every institution formerly taken for granted. Everything is changing--we are changing, along with our families, our neighborhoods, our education, our jobs, our government, and our relations to the "significant others" in our lives. Character no longer is shaped by only two people. The media alter the environment, the way we think and act, the way we perceive the world.

   In view of the predominance of electric technology, it is impossible to understand social and cultural changes without a knowledge of the workings of media and their powerful influences on us. Therefore, in this activity we will examine four types of media, surveying how the various types portray men and women.

2. APPROXIMATE TIME -- 1 or 1 1/2 hours

3. MATERIALS NEEDED

   a. Dark-colored, wide, felt-tipped markers

   b. Pad of newsprint or chalkboard

   c. Television

   d. Radio or record player and popular records

   e. Current magazines, one for every ten participants

      (NOTE: Include a wide variety of magazines: news, special interest, "women's," "men's.")

   f. Current newspapers, one for every ten participants

   g. Television evaluation form, enough for 1/4 of the participants

   h. Radio evaluation form, enough for 1/4 of the participants

   i. Magazine evaluation form, enough for 1/4 of the participants

   j. Newspaper evaluation form, enough for 1/4 of the participants

   k. Masking tape

   l. Pencils

ASSIGNMENT SHEET #4

4. PREPARATION

   a. Duplicate evaluation forms.

   b. Set up four areas of study around the room.

      1) Television center--Place a TV set, Television Evaluation forms, and some pencils in this area.

      2) Radio/record center--Place the radio or record player and records, Radio Evaluation forms, and some pencils in this area.

         (NOTE: This area should be opposite the TV center so they do not interfere with one another.)

      3) Magazine center--Place the various magazines, the Magazine Evaluation forms, and some pencils in this area.

      4) Newspaper area--Place the newspapers, Newspaper Evaluation forms, and some pencils in this area.

   c. Check all equipment to be sure it is working.

5. PROCEDURE

   a. Divide the participants into four groups.

   b. Explain that they will be asked to examine one form of media and then to record the information on evaluation forms provided; they will also be asked to report their findings to the whole group so they will need to choose someone to give their report.

   c. Explain what to do in the various study areas.

      1) People studying TV will watch it for 30 minutes and complete the evaluation form as they watch.

         (NOTE: Remind the participants that they will need to *change* channels.)

      2) People in the radio/record center will listen to music for 30 minutes and complete the evaluation as they listen.

         (NOTE: Remind the participants that they will need to *change* channels or *change* records so they will get a good overview.)

      3) Each person in the magazine group will study a magazine and complete the magazine evaluation; they will have 30 minutes to evaluate the magazines and prepare a summary for the entire group.

         (NOTE: Participants could pair up for this exercise.)

ASSIGNMENT SHEET #4

4) Each person in the newspaper group will study a newspaper and complete the newspaper evaluation; they will have 30 minutes to evaluate the newspapers and prepare a summary for the entire group.

(NOTE: Participants may want to work in groups of two's or three's for this exercise.)

d. Call the groups back together after about 30 minutes.

e. Ask each group to report their findings.

(NOTE: Each group report should take about 2-3 minutes.)

6. CLOSING REMARKS

Ask the participants, "Using the media we have examined, what are males like and what are females like?" Record their responses on two sheets of newsprint labeled "Boys/Men Are?" and "Girls/Women Are." Display the completed sheets. Point to the newsprint and ask, "What effects would this have on students/children, adults?" After a brief discussion ask, "What can we do to counteract some of what we've learned?"

Adapted with permission from *Women's Equality in Education,* OEG-0-70-4051. Developed by Terry Masters, October, 1976.

ASSIGNMENT SHEET #4

TELEVISION EVALUATION

T.V. Show

	NUMBER OF CHARACTERS			DESCRIPTIONS OF CHARACTERS			
	Leading	Secondary	Mentioned but not shown	Physical Appearance	Emotions	Actions	Attitudes
Female							
Male							

T.V. Commercials

Name of Product		Description of Action	Number of Background Voices
	Female		
	Male		

ASSIGNMENT SHEET #4

RADIO EVALUATION

Tally the number of:	Males	Females
Disc jockeys		
Newscasters		
People in the news		
Background voices in commercials		
Products advertised by		
Songs sung by		

In commercials, what are women selling?_____

_____

_____

What are men selling?_____

_____

_____

What do women sing about?_____

_____

_____

What do men sing about?_____

_____

_____

Why are women mentioned in the news?_____

_____

_____

ASSIGNMENT SHEET #4

Why are men mentioned in the news?_____

_____

_____

What else did you notice about men and women in radio?_____

_____

_____

_____

ASSIGNMENT SHEET #4

MAGAZINE EVALUATION

NAME OF MAGAZINE _____

TALLY THE NUMBER OF:	Males	Females
Editors in Chief		
Managing Editors		
Senior Editors		
Features Editors		
Associate Editors		
Other Editors (please list their titles)		

ADVERTISEMENTS

Number	Men	Women	Girls	Boys
In Action				
Aim of Product Sale (Audience)				

(The results of this first chart should tell you the audience that this magazine has in mind.)

PICTURES

	Men	Women	Girls	Boys
Number in Action				

ARTICLES OR STORIES

Number	Men	Women	Girls	Boys
Leading Role or Important Information				

Now--how real are these magazine portrayals? Are people in everyday life like those you find in magazines? Explain your answers.

_____

_____

ASSIGNMENT SHEET #4

NEWSPAPER EVALUATION

Tally the number of:	Males	Females
Editors in Chief		
Managing Editors		
News Editors		
Sports Editors		
Entertainment Editors		
"Life Style" Editors		
Features Editors		
Photo Editors		
Assistants		
Photographers		
Reporters		
Others:		
People on the front page (photos or news)		
People in the various sections of the paper		
Editorial Page		
Sports Page		
"Life Style"		
Others:		

On the back of this sheet, summarize the reasons (circumstances) women and men are included in the paper.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #5--NAME WAYS YOU WERE TREATED IN SCHOOL BASED ON YOUR SEX

1. INTRODUCTION

   It is often said that our schools reflect our society, that the values that the community or the country accept are those values that are taught in the schools. In fact, the schools are probably one of the most important socializing agents in our culture. If, indeed, the schools do mirror social values, it would be good to review some of the experiences that occurred during our school years.

2. APPROXIMATE TIME -- 30 minutes

3. MATERIALS NEEDED

   a. "School Days" chart, enough for each participant

   b. Newsprint or chalkboard

   c. Dark-colored, wide, felt-tipped marker

4. PREPARATION--Duplicate "School Days" charts.

5. PROCEDURE

   (NOTE: This activity is a good one to "get the ball rolling" after lunch or a break.)

   a. Ask participants to write examples of the way they were treated in school based on their sex.

      (NOTE: They should try to think of one or two situations for each level of education that applies.)

      Examples: Elementary--Girls and boys lined up separately; girls always went first

      Secondary--Separate boys' and girls' gyms; boys always had better facilities

      Post-secondary (college or trade school)--Girls had restricted hours; boys did not

   b. Tell participants they will have about five minutes to complete this part of the activity.

      (NOTE: Participants should be ready to share some of these experiences with the entire group.)

ASSIGNMENT SHEET #5

c. Have people call out some of the experiences or go around the group in an orderly manner to get everyone to participate.

(NOTE: You may simply talk about the different experiences, or you could record them on newsprint and then tape it up around the room.)

6. CLOSING REMARKS

(None needed. You may want to ask participants to verbally draw their own conclusions and then ask them how they feel about what was done to them during their school years. However, the simple sharing of the experiences may be enough.)

Adapted with permission from Terry Masters, Consultant, Austin, Texas.

ASSIGNMENT SHEET #5

SCHOOL DAYS

ELEMENTARY

SECONDARY

POST-SECONDARY
(COLLEGE OR TRADE SCHOOL)

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #6--EXAMINE FAMILY RESPONSIBILITIES

1. INTRODUCTION

   Many families throughout the United States are facing changes because the roles of the family members are being rearranged and redirected. When household members take on expanded roles, changes occur in the lives of all those involved. In other words, the decisions of one family member affect the whole family.

   What exactly are the roles assumed by the members of your family? Who is responsible for the care of the children, for the meals, for general household maintenance? Oftentimes, the things we do involve patterns which are done out of compulsion or habit, rather than out of conscious choice. If you are working towards a change in the tasks of the family members, it is necessary to become aware of the patterns you presently have and of your motives and reasons for doing things in a certain pattern. The emphasis in this activity should be on the *feeling* you have about your responsibilities. Does the sense of compulsion, the sense of habit, or the sense of free choice feel strongest to you?

2. APPROXIMATE TIME -- 1 to 1 1/2 hours

3. MATERIALS NEEDED

   a. Sheets of newsprint

   b. Dark-colored, wide, felt-tipped marker

   c. "Family Responsibilities Chart," one for each participant

   d. List of questions for small group discussions, one for each participant

   e. "Alternatives Chart," one for each participant

4. PREPARATION

   a. Write short definitions of the words "compulsion," "habit," and "free choice" on newsprint.

      (NOTE: You will need to display these during the activity.)

      1) Compulsion--"Outward" compulsion; some outside force influences you.

      2) Habit--"Inner" compulsion; you do something without thinking about it.

      3) Free choice--Conscious choice; you do it because you want to.

ASSIGNMENT SHEET #6

b. Duplicate "Family Responsibilities Chart," "Alternatives Chart," and list of questions.

5. PROCEDURE

a. Review the meaning of the words "compulsion," "habit," and "free choice;" use the examples below to help explain the definitions.

1) Compulsion--"Outward" compulsion; some outside force influences you.

Example: "I don't want to do the laundry, but my wife is working late and it's got to get done."

2) Habit--"Inner" compulsion; you do something without thinking about it.

Example: "I've never really thought about it. I just always cook dinner when I get home from work."

3) Free choice--Conscious choice; you do it because you want to.

Example: "I like to cook dinner for my family, but I don't like to cook when I have to eat alone."

b. Hand out "Family Responsibilities Chart" and ask participants to complete it; they will have 15 minutes to complete this chart.

(NOTE: Blanks have been left for participants to fill in other responsibilities if they want.)

c. Bring participants back together.

d. Divide participants into small groups of 5-7 people to share how things are done in their families.

(NOTE: They may need to briefly tell about their particular situation.)

Examples: "I am a single parent and my responsibilities are greater than if I were married."

"My children are small, so they can't assume as many responsibilities as the could if they were older."

e. Hand out "Questions Related to Family Responsibilities" and "Alternatives Chart."

ASSIGNMENT SHEET #6

f. Instruct participants that they should try to center their discussions around the questions provided; they should appoint someone to keep notes so that person can report the findings to the total group; they should focus on alternatives available.

(NOTE: Allow 30 minutes for participants to complete their discussions. The "recorder" may want to tally the job responsibilities to find out how many families divide the tasks along the same lines. Space has been left on the question sheet to write down the answers.)

g. Call the group back together and ask for the reports from the small groups; record the alternatives on newsprint in front of the group.

ASSIGNMENT SHEET #6

FAMILY RESPONSIBILITIES CHART

TASK	WHO IS RESPONSIBLE FOR THIS PARTICULAR TASK?				IT IS DONE OUT OF		
	Mother	Father	Male Child	Female Child	Compul-sion?	Habit?	Free Choice?
Preparation of meals							
Cleanup after meals							
Laundry							
Lawn mowing							
Washing car							
Household repairs							
Carrying out the garbage							
Grocery shopping							
Buying clothing							
Selecting gifts & cards for holidays & special occasions							
Cleaning the bathroom							
Caring for children							
Running vacuum							
Mopping floors							
Paying bills							
Repairs & general maintenance on car							
Making beds							
Picking up house							

ASSIGNMENT SHEET #6

QUESTIONS RELATED TO FAMILY RESPONSIBILITIES

1. What patterns did you observe? Why do you think the patterns have developed in this manner?

2. Would you or anyone in your family like to change the pattern of these tasks? Why or why not?

3. What tasks were typically done by females or males? Or were these tasks fairly well divided?

4. If the tasks were well divided, which tasks are daily, weekly, monthly? Does this make a difference?

5. Is there any reason one sex couldn't assume those tasks typically done by the opposite sex?

   (NOTE: You might want to consider how a recently widowed or divorced man or woman adjusts to being responsibile for all tasks.)

6. If your answer is "yes" to question five, what are the barriers that prevent one sex from assuming those tasks typically done by the opposite sex? Are the barriers physical, emotional, intellectual, or other types?

7. Are the tasks on your list done mainly out of compulsion, habit, or free choice? What are the reasons behind this?

8. What efforts could you make in your family situation to ensure that tasks and responsibilities were accomplished through free choice? Is this really possible?

9. What specific alternatives could be implemented in your situation? List the alternatives on the chart provided. Try to list as many alternatives as possible. Then go through and respond to them as individuals. Would you try the alternative, consider trying it, or just forget it? What, if any, problems would you encounter in trying to implement some of the changes?

ASSIGNMENT SHEET #6

ALTERNATIVES CHART

ALTERNATIVE	I'll Try It!	Maybe I'll Consider It!	I Won't Try It!
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

ASSIGNMENT SHEET #6

6. CLOSING REMARKS

Summarize findings. Emphasize that after the completion of this activity participants may want to continue in their old patterns or may develop alternative patterns. The important thing is that, whatever they do, they do it on a conscious, free-choice basis. If they feel good about what they are doing now, fine. If they want to change some responsibilities, they need to remember that these changes will affect all family members. One person cannot suddenly decide to "never fix dinner again" without consulting others and working out a compromise.

You may want to end the activity with a few questions put to the group. You may not want the questions answered. You could ask the questions to get the group to think one step further about how the family roles affect the way we perceive and learn our sex roles.

Sample Concluding Questions:

a. What do these roles say to our children about what men and women do?

b. How would some of the alternatives affect our children? Would it open or limit options to them?

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #7--EXAMINE ALTERNATIVES FOR
DEALING WITH YOUNG PEOPLE

1. INTRODUCTION

One way we learn our roles and values is from our parents. We identify with them, either consciously or unconsciously. As parents or adults we are a strong force in providing a beginning set of values for children, whether they are "ours" or not. The presents we give our nieces, nephews, or grandchildren; the activities we provide or duties we "assign" children in our classrooms; the way we respond to children--all tell them what we value and the roles we want them to play.

Often, we get "stuck" in a pattern of behavior, reacting or buying or responding in the same way, unable to think of alternatives. For many of us, life is just a collection of accumulated habits.

In this activity, we will be examining the subtle ways we influence children's behavior. You will be given a pretend child and will be asked to choose toys, play activities, duties, disciplinary measures, and values for the child. The activity is designed to give you practice in searching for alternatives when dealing with young people of all ages.

2. APPROXIMATE TIME -- 1 to 1 1/2 hours

3. MATERIALS NEEDED

(NOTE: Please read through the entire PREPARATION and PROCEDURE parts of this activity before beginning.)

a. Completed "Child" cards

(NOTE: You will need to make two of each card, for example, two "Boy: 9 years old" cards, two "Girl: 9 years old" cards.)

Boy 9 years old	Girl 9 years old
Boy 9 years old	Girl 9 years old

ASSIGNMENT SHEET #7

b. Completed "Activity" cards, divided into groups (TOY, ACTIVITY, DUTY, DISCIPLINE, and VALUE/ATTITUDE)

(NOTE: Additional sample statements are provided at the end of the assignment sheet.)

PREADOLESCENCE (9-12)

TOY Books	TOY Records
ACTIVITY Fold Laundry	ACTIVITY Mow Lawn
DISCIPLINE Scold Child	DISCIPLINE Set Limits

EARLY CHILDHOOD (3-5)

TOY Trucks	TOY Sewing cards
ACTIVITY Limit TV Watching	ACTIVITY Read to Child Daily
DISCIPLINE Establish Routines	DISCIPLINE Isolate Child

c. Pad of newsprint

d. Dark-colored, wide, felt-tipped marker

e. Masking tape

4. PREPARATION

(NOTE: This activity requires advance preparation. However, this preparation needs to be done only once. After that, the cards can be reused. Read through the procedure before beginning your preparation.)

a. Determine the size of group with which you will be working.

b. Prepare "Child" cards.

(NOTE: Each card will represent a boy or a girl and the child's age.)

1) Select various ages

(NOTE: Determine how many age groups you will need by dividing the total number of participants by four, since you will be preparing four cards per age group, two of each sex.)

Example: A good selection for 20 participants might be 12 months (infant), three years old (early childhood), seven years old (middle childhood), 11 years old (preadolescence), and 17 years old (adolescence)

ASSIGNMENT SHEET #7

2) Type, or write legibly, enough "Child" cards so that each prticipant can be given one 3 x 5 card

(NOTE: You will need to make four cards per develomental stage, two boy cards and two girl cards.)

c. Prepare "Activity" cards

1) Have enough blank 3 x 5 cards for each participant to have eight cards.

2) Prepare extra cards for each area, from the statements at the end of the assignment sheet, to provide additional alternatives and possibilities that participants may not have included.

(NOTE: When selecting statements from the list, make sure that you select a variety of statements that reflect all the age groups with which you will be working. An option on the toy cards is to cut out toys from a catalog or magazine and glue them on the cards.)

Example: Prepare eight cards for each area and for each age group

d. Print four signs that represent each area: TOY, ACTIVITY/DUTY, DISCIPLINE, VALUE/ATTITUDE.

(NOTE: These signs will be hung around the room. Later, participants will place their cards in these different "areas" and be allowed to trade. You will also place your prepared cards under these signs.)

5. PROCEDURE

a. Give each participant a "Child" card; tell them to imagine that they are the parent or teacher of this child.

(NOTE: Participants will keep this card in mind while they progress through the rest of the activity. The important thing to remember is to focus on the participants as either parents or teachers so they will respond within a single frame of references. If you are working with teachers, it would be better to hand out only the "child" cards that deal with school-age children. However, if you are working with adults from varied backgrounds, you might want to have the focus be on the participants as parents.)

c. Give each participant eight blank 3 x 5 cards.

d. Have them label their cards with the following words, two cards for each area:

1) Toy

2) Activity

3) Discipline

4) Value

ASSIGNMENT SHEET #7

e. Have them write two statements for each area.

1) Appropriate toy for the child.

2) Activity for the child.

Examples: Television shows, sports activities, games

3) "Discipline" technique for the child.

Examples: Spanking, reward system, depriving of privileges

4) Value or attitude you expect of the child.

Examples: Honesty, bravery, independence, self-confidence

(NOTE: It may be easier for participants to think of the statements in terms of "I" statements. For example, "I slap my child's hand." Give participants 10 minutes to complete this. Ask participants to be as specific as possible.)

f. Have participants pool their cards under the appropriate areas.

Examples: TOY, ACTIVITY/DUTY, DISCIPLINE, VALUE/ATTITUDE

g. Mix up the cards (face up) within each area; do not mix cards from one area to another; add the extra cards you prepared.

h. Ask participants to come to the tables and select two cards from each area, preferably not their own cards, that they think are appropriate for their "child."

i. Give participants a few minutes to study their cards and be ready to defend their positions with other participants.

j. Ask participants to now "find" the other person in the group who has the same "child" they have.

(NOTE: Remember, you should have prepared two cards for each age and sex. After participants have found their "match," bring them back together to explain the next part of the activity.)

k. Tell each pair of participants that they will now have ten minutes to compare their cards and select the eight cards, two for each area, they think are the most appropriate for the "child" they have; they should discard the cards they don't like.

(NOTE: After the discard, each pair will have eight cards. Collect the discards and put them in a separate pile. Later, you may want to review these cards to see what views were discarded by the participants.)

ASSIGNMENT SHEET #7

l. Bring the group back together.

m. Ask participants to find their opposite sex matches and pair with them.

Example: The people with the 3-year-old-boy cards should get with the people who have the 3-year-old-girl cards

(NOTE: Each group of four will now have 16 cards.)

n. Ask participants to discuss their cards with each other, explaining why they think their particular cards are appropriate for their particular "child."

o. Ask participants to select four statements appropriate for either sex child, four statements appropriate for a boy, and four statements appropriate for a girl.

(NOTE: The groups should select one statement for each area; toy, activity/duty, discipline, value/attitude. They will have 20-25 minutes to complete this. An interesting thought: "The true test to see of you are not stereotyping your child is if a boy could move into a girl's room and vise-versa.")

p. Give each group a sheet of newsprint; have them divide the sheet into three parts and label as shown.

q. Have someone in the group write the statements in the appropriate areas.

r. Ask the group to be prepared to explain why they chose the statements that they did, why some activities or toys are appropriate for one sex over another for either sex child.

(NOTE: Give participants about 10 minutes to complete their sheets and prepare their defense of their positions.)

ASSIGNMENT SHEET #7

s. As the groups finish their sheets, tape them up around the room so the entire group can see them.

t. Go around to each sheet and ask the groups to "defend" their positions; ask that the rest of the participants refrain from commenting until the group has finished their explanation.

u. Ask for comments from the rest of the group.

v. Repeat this procedure for each sheet in the room or for as many as time will allow.

6. CLOSING REMARKS

At no point in our children's/students' lives do we have total control over who influences them. You may not agree with the remarks you have heard today. However, you need to think of the comments made today as possible "outside influences" your children/students may experiece in an ordinary day--values, attitudes, duties, or disciplinary actions imposed on them by others. You may think that "boys will be boys" and "girls will be girls" OR you may want to work toward providing a more unstereotyped atmosphere for your children/students. Whichever "side" you take, it's important that you listen to others and ask that your children/students do the same.

ASSIGNMENT SHEET #7

POSSIBILITIES FOR "CHILD" CARDS

1. Infant (Birth to 18 months)

   a. Sex: Boy
      Age: Six months

      Sex: Girl
      Age: Six months

   b. Sex: Boy
      Age: 12 months

      Sex: Girl
      Age: 12 months

   c. Sex: Boy
      Age: 18 months

      Sex: Girl
      Age: 18 months

2. Early childhood (3, 4, and 5)

   a. Sex: Boy
      Age: Three years

      Sex: Girl
      Age: Three years

   b. Sex: Boy
      Age: Four years

      Sex: Girl
      Age: Four years

   c. Sex: Boy
      Age: Five years

      Sex: Girl
      Age: Five years

3. Middle childhood (6, 7, and 8)

   a. Sex: Boy
      Age: Seven years

      Sex: Girl
      Age: Seven years

   b. Sex: Boy
      Age: Eight years

      Sex: Girl
      Age: Eight years

4. Preadolescence (9 through 12)

   a. Sex: Boy
      Age: 9 years

      Sex: Girl
      Age: 9 years

   b. Sex: Boy
      Age: 11 years

      Sex: Girl
      Age: 11 years

5. Adolescence (13 through 19)

   a. Sex: Boy
      Age: 13 years

      Sex: Girl
      Age: 13 years

   b. Sex: Boy
      Age: 17 years

      Sex: Girl
      Age: 17 years

ASSIGNMENT SHEET #7

POSSIBILITIES FOR "ACTIVITY" CARDS

INFANT (BIRTH TO 18 MONTHS)

TOY	ACTIVITY/DUTY	DISCIPLINE	VALUE/ATTITUDE
Rattle Squeaky toy Textured balls and blocks Colorful mobile Soft, washable, cloth dolls Pull toy Plastic jar with seeds and tightly closed lid	Allow child to kick and play without clothes after a bath or while dressing Read simple stories with one- to three-word sentences Talk to infant during feeding time While bathing infant, talk and recite nursery rhymes and sing simple songs Sit on floor with infant facing you. Roll ball to child. Encourage child to push ball around.	Slap child's hand Say "No" to child in stern voice Establish routines Allow child to set own limits Discipline child to respect rights of others Teach child to control temper Allow child to "blow off steam" Attempt to help child control anger Allow child to learn from mistakes Have established eating times	Talk to infant by using such words as "adorable," "sweet" Talk to infant by using such words as "husky," "tough" Show affection to infant by soft touches and warm hugs Pick up and hug infant often Hold infant closely and cuddle infant while feeding Hold, touch, rock and kiss infant often Encourage child to do things alone and by self

ASSIGNMENT SHEET #7

EARLY CHILDHOOD (3-5)

TOY	ACTIVITY/DUTY	DISCIPLINE	VALUE/ATTITUDE
Doll and dollhouse Trucks Tools Sewing cards Art materials Bats and balls Cooking supplies Sturdy playthings Books Sports items Rhythm instruments Toys with moveable parts	Limit child's TV viewing Provide cooking experiences Talk about shapes with child Provide finger paints and clay Read to child daily Sing songs with child Display child's art work Ask child to label simple objects around the home Assist child in setting and clearing table Have children form "boy" lines and "girl" lines Have children form lines according to hair color or other rules	Use consequences to strengthen or weaken behavior Establish routines Have established rest times Isolate child if unruly or disruptive Ignore child's negative behavior Clearly state rules and regulations Give commands to child Use forceful, matter-of-fact voice	Encourage child to be neat and tidy Encourage child to be active and to achieve Tolerate rambunctious behavior Allow child to be independent Talk to child about how people are different Let child think he or she is "best"

ASSIGNMENT SHEET #7

MIDDLE CHILDHOOD (6-8)

TOY	ACTIVITY/DUTY	DISCIPLINE	VALUE/ATTITUDE
Tools Science equipment Art materials Trucks Household items Unstructured materials	Provide time and opportunity for rough and tumble play Provide time and opportunity for quiet, fine-detail activities Limit TV viewing Encourage play with dressup clothes Encourage participation in sports Allow child to move books and heavy objects as long as they will not hurt child Allow child to dress in comfortable, nonrestricting clothes	Use positive and simple statements Say what is necessary and then stop talking; don't say too much Avoid a conflict in the form of words or physical action Spank child when necessary Talk to child about action Show child who's boss Force child to stop disruptive behavior, thus achieving immediate obedience In my classroom, go easier on girls than boys because girls are more emotional	Encourage child to be independent Encourage child to be neat and tidy Encourage child to be competitive Talk about your attitudes with child Talk about people in front of child Teach child to be honest Discuss career education, including examples of male secretaries & nurses and female lawyers & truck drivers

ASSIGNMENT SHEET #7

PREADOLESCENCE (9-12)

TOYS	ACTIVITY/DUTY	DISCIPLINE	VALUE/ATTITUDE
Science equipment Bats and balls Sports equipment Books Television Records	Encourage outdoor activity Encourage large muscle development Fold laundry Fix things around the house Take out garbage Mow lawn Set table Do dishes Encourage participation in sports Encourage interest in music, art, and literature Teach child to play jumprope Teach child to kick, throw, and catch a ball Provide manipulative activities Stress noncompetitive games	Set limits Scold child when grades are not as high as expected Solve disagreements by threatening to take away allowance Tease child about about people he or she sees Give child the "silent treatment" when he or she misbehaves Give specific critiques of behavior Give direct praise, encouragement, and criticism	Make fun of child's friends in front of child Observe religious holidays with child Enjoy recreational activities with child Encourage child to be honest Talk about how people are different Talk about sex openly with child Allow child to tease and ridicule others Ask child to define such words as "sissies" or "tomboy" Talk about differences between boys and girls Talk about being afraid

ASSIGNMENT SHEET #7

ADOLESCENCE (13-19)

TOYS	ACTIVITY/DUTY	DISCIPLINE	VALUE/ATTITUDE
Bicycle Car Phonograph Television Books	Launder own clothes Fix things around house Take out garbage Mow lawns Set table Help prepare meals Do dishes Encourange participation in sports Provide wide range of books	Restrict child to specific hours for dates Require that child inform you of activities Scold child in presence of others Insist that child eat foods that are good for him or her Require child to take school subjects you recommend Do not allow child to associate with older children (college age)	Demonstrate dependability by following through on child's requests of you Encourage child to be resourceful Attend church as a family Encourage responsibility Pick up after child Respect child's property Respect child's privacy Talk about marriage and and family relations

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #8--ONE NAKED INDIVIDUAL

1. INTRODUCTION

Our language is a crazy thing. We all hear the same sounds, but until we are directed by the written word to the intended meaning, we may give free rein to our imagination to invent our own meanings. Can you figure out the real meanings to the phrases posted around the room?

1. One naked individual (One nation indivisible)
2. To all intensive purposes (To all intents and purposes)
3. Through the night with a light from a bulb (Through the night with a light from above)
4. The girls with colitis goes by (The girl with kaleidescope eyes)
5. I pledge a legion to the flag (I pledge allegiance to the flag)
6. Oh, the ramrods we washed (O'er the ramparts we watched)
7. Round John Virgin (Round yon Virgin)
8. Jose, can you see? (Oh, say can you see?)
9. Oh, beautiful, for space ship skies (Oh, beautiful for spacious skies)
10. Ellemeno (L, M, N, O)

If we are unfamiliar with a word, we make the sounds fit the sense in our own heads. This is especially true with children.

The same train of thought can be true when dealing with the meanings of words. if we are unfamiliar with the meanings of words, we make the meanings fit as closely as possible to what we believe the context of the sentence to be. At one time or another everyone has experienced the following, "I didn't understand a word of what she said, but she certainly uses good English!" The point is that although the above examples are cute, you simply can't afford to assume that the same meanings are given by everyone to even the most common words--indeed, especially to the most common words.

2. APPROXIMATE TIME -- 30 minutes

3. MATERIALS NEEDED

a. Overhead projector

b. Blank paper for use on overhead projector

c. Marker for use on overhead

ASSIGNMENT SHEET #8

4. PREPARATION

   a. Have first part of the ten introductory phrases written on sheets of paper on cut-out "dictionaries" posted around the room, or on a "clothesline."

   b. Duplicate sheets at end of assignment, enough for each person in the group.

   c. Have ten words written on sheets of newsprint or on blank transparencies.

5. PROCEDURE

   a. Hand out duplicated sheets.

   b. Give participants about three minutes to complete the list of synonyms; ask them to do this as quickly as possible.

      (NOTE: Participants should write down the first words that "pop" into their heads. They should't stop to think about what they are writing down, as each word will mean something different to everyone.)

   c. Bring group back together.

   d. Compare some of the things everyone has written down by asking people to call out synonyms from their lists.

   e. Write the synonyms on the sheets of newsprint or on the transparencies.

      (NOTE: Try to get as many different descriptors as possible.)

6. CLOSING REMARKS

   As you can see, these words mean many different things to all of you. It all depends on your personal circumstance, values, and feelings that you associate with these words.

   THE POINT: Communicating your exact meaning is difficult, even with the most common words. Communicating is a two-way street; the one sending the message and the one receiving the message must try very hard to get at the exact meaning of the communication. While there is a common core in the language of a group, the language is subject to almost infinite variations among its users.

   Our language is primarily a form of behavior, learned best by observation and use. When the events of our lives change, our perceptions change. Words we once used without thinking often take on newer, broader meanings. It is our hope that words like *sexist, feminist, sex discrimination,* and *sex bias* will take on new dimensions for you as you continue through the activities in the workshop. As you meet and talk with people who feel strongly about this issue and examine your own feelings about sex equity, remember, words ARE important.

ASSIGNMENT SHEET #8

YOU WILL HAVE FIVE MINUTES TO WRITE AS MANY SYNONYMS AS POSSIBLE FOR THE TEN WORDS LISTED BELOW.

1. CHILD _____
2. POWER _____
3. FRIENDSHIP _____
4. FAMILY _____
5. SECURITY _____
6. HONESTY _____
7. TEACHER _____
8. FREEDOM _____
9. HANDICAP _____
10. DIVORCE _____

CLASSROOM STRATEGIES FOR PROMOTING
SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #9--SELECT APPROPRIATE LANGUAGE RESPONSE

1. INTRODUCTION

   In our attempts to communicate with one another almost everything is significant. There are no permanent, absolute rules for English, since it is constantly changing. One learns about the "goodness" or "badness" of language by observing its effects on people. As you speak, you need to determine the purposes and consequences of your language choices, choices you make every time you carry on a simple conversation.

   This activity will give you some practice in choosing language responses that are appropriate for a given situation.

2. APPROXIMATE TIME -- 30 minutes

3. MATERIALS NEEDED

   a. "Problem" sheets, enough for each participant

   b. Pencils for participants

4. PREPARATION -- Duplicate enough sheets for each participant

5. PROCEDURE

   a. Pass out sheets to each participant.

   b. Give participants five minutes to complete language responses; request that they jot down brief reasons for their choices.

   c. Bring group back together.

   d. Have participants divide into small groups of three to five to discuss their responses and the reasons they gave for their choices.

   e. Give participants about 15 minutes for discussion.

      (NOTE: Ask participants to choose a "reporter" to relate some of the findings to the entire group later.)

   f. Bring group back together.

   g. Ask for "reporters" to summarize the small group findings.

ASSIGNMENT SHEET #9

6. CLOSING REMARKS

(NOTE: Summarize findings of small groups. Tie this activity to Assignment Sheet #11.)

This problem of language choices has been talked about a lot lately in the area of sexist language. Oftentimes, you don't know how to respond to an individual. Whether or not you choose to change some of your speaking and writing habits is your decision, especially if you are in education. Most major textbook publishers have released guidelines which relate to this issue, and, consequently, more people are beginning to use such terms as "chairperson" and "fire fighter," which, by the way, is the correct term according to the people who work in that field. As seen in the activity we just finished, whether or not you use such terminology can sometimes depend upon the circumstances facing you. It's up to you to decide how you will respond.

ASSIGNMENT SHEET #9

COMPLETE THE FOLLOWING ACTIVITY. READ THE SITUATION, CHECK YOUR LANGUAGE CHOICE, AND THEN BRIEFLY GIVE THE REASONS FOR YOUR CHOICE. YOU WILL BE GIVEN FIVE MINUTES TO COMPLETE THE ACTIVITY.

PROBLEM 1

The situation:

You have arrived at the home of a girl you are going to take out on a date. Although you admire the girl very much, you do not think you will like her father. The girl has told you that her father dislikes people who work with their hands for a living. Your father owns a gas station in town. While you are waiting for your date, you meet her father in the living room. After some polite exchange of greetings, her father asks you what your father does for a living.

Your language choices:

_____ 1. "He's a grease monkey."
_____ 2. "He's an auto mechanic."
_____ 3. "He's in business for himself."
_____ 4. "He's an automotive engineer."

Reasons for your choice:

_____

_____

PROBLEM 2

The situation:

You are attending a basketball game with a boy you like very much. One of the players, Ed Shannon, dribbles equally well with both his right and left hands. Your boyfriend turns to you and says, "I've never seen a player as amphibious as Shannon."

Your language choice:

_____ 1. "Amphibious? You must be kidding! That means something that can live on land and in water."
_____ 2. "I think you mean ambidextrous, Bob."
_____ 3. "Yes, he is amphibious, isn't he?"
_____ 4. "Yes, he is ambidextrous, isn't he?"

Reasons for your choice:

_____

_____

ASSIGNMENT SHEET #9

PROBLEM 3

The situation:

You are working with a brick mason on developing a new set of slides and script for his trade area. The writer is an older man who has been working in this trade for 30 years. He continually writes words such as "craftsman," "man-made," and "tradesman" in his script, even though he is aware of your company's policy on eliminating sexist language from its publications. You are talking over his use of these words.

Your language choices:

_____ 1. "Craftsman? Bill, we must use crafts worker! You just can't keep using these words or I will just keep changing them."
_____ 2. "I think you mean crafts worker, Bill."
_____ 3. "Craftsworker, skilled worker, craftswoman, craftsman--these are some of the options available to you."
_____ 4. "Craftsman's fine, Bill. You're the writer."

Reasons for your choice:

_____

_____

PROBLEM 4

The situation:

You are being interviewed for a part-time job. The job is important to you because you know you will need the money in the weeks to come. At one point in the interview, your prospective employer says to you, "I hope working on Saturdays don't bother you."

Your language choices:

_____ 1. "No, it don't matter to me."
_____ 2. "Working on Saturdays doesn't bother me."
_____ 3. "No, it doesn't."
_____ 4. "No, it don't."

Reasons for your choice:

_____

_____

ASSIGNMENT SHEET #9

PROBLEM 5

The situation:

You are very "aware" of the problem of sexism in our language and are constantly trying to make the way you talk and write more sex fair. You are attending an in-service workshop on sex fairness in vocational education. The first speaker on the program is your immediate supervisor who is not as sold on the idea of ridding our language of sexist terminology as you are. He prefaces his talk with the following remark directed at you, "I can tell we have quite a few secretaries in the audience. They're all such cute girls. Don't you think so, Michael?"

Your language choices:

_____ 1. "Yes, our secretaries are cute girls."
_____ 2. "Yes, our secretaries are good-looking women."
_____ 3. "Yes, both men and women in our offices try to present a neat appearance."
_____ 4. "Yes, but they are also very skilled and talented people, too."

Reasons for your choice:

_____

_____

CLASSROOM STRATEGIES FOR
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UNIT I

ASSIGNMENT SHEET #10--EVALUATE STATEMENTS ABOUT LANGUAGE AND SEXISM

1. INTRODUCTION

Language and sexism is an issue that we are facing more and more as we become aware of what we say and how we say it. It is a volatile issue since there are so many different areas that must be covered. We must deal not only with the written language, which is relatively easy to modify, but with the spoken language as well. We must deal with the language in the schools, the media, the trades, and the home.

There are various viewpoints on the subject of language and sexism--from those who want to rid the language of every word with "-man" in it--to those who think the whole idea of sexist language is ridiculous. This activity is designed to let you deal with how others feel about the issue, how you feel about this issue, and the varying degrees of change that are being advocated. It is meant as a way of getting you to think about language and the effects it has on us in every aspect of our daily lives.

2. APPROXIMATE TIME -- 1 to 1 1/2 hours

3. MATERIALS NEEDED

a. Enough 3 x 5 cards so that each participant can be given six cards with a statement on each card

b. List of statements (included in assignment sheet)

c. Large sheets of newsprint

d. Dark-colored, wide, felt-tipped markers

e. Masking tape

f. Rubber bands

4. PREPARATION

(NOTE: This activity requires quite a bit of advance preparation time. However, you will need to do this preparation only once. After that, the cards can be reused. Read through the procedure before beginning your preparation.)

a. Determine the size of the group with which you will be working to make sure you prepare enough cards.

ASSIGNMENT SHEET #10

b. Type, or write legibly, enough statements from the "STATEMENT LIST" at the end of the assignment sheet, so that each participant can be given six 3 x 5 cards, with a statement on each card.

Example: If you have 20 people in your group, you will need to copy 120 statements onto the 3 x 5 cards

(NOTE: When selecting the statements from the list, make sure that you select a variety of statements that show both sides of the issue. Feel free to add other statements about sexist language.)

c. Divide the cards into groups of six and place a rubber band around each group.

(NOTE: You will want to mix up the six cards so that both viewpoints will be present in the six cards.)

5. PROCEDURE

a. Give each participant a group of six cards; ask the participants to read the cards carefully and, then, to discard one statement that they personally do not agree with.

(NOTE: If you have a large group, you may want to only give participants four cards, and then modify the rest of the activity accordingly.)

b. Pick up the discards and place a rubber band around them.

(NOTE: You may want to go through all the discards later to determine why they were discarded. In other words, were they discarded because they were poorly written statements or hard to understand or simply because they were the more radical statements?)

c. Have participants write down the five statements they now have.

(NOTE: If you are conducting a two-day workshop, an oral or written defense or rebuttal of these statements would be a good homework topic.)

d. Instruct participants that they will now be given 15 minutes to go around to all the members of the group and trade cards, trying to end up with statements that are close to the way they personally feel on the subject.

e. Bring group back together after 15 minutes.

f. Ask participants to go around the room again and find someone to "pair" with whose statements or ideas most closely match their own; once the pairs are formed, each pair should discard two cards that they do not agree with.

(NOTE: The pairs should now have eight cards. Again, keep the discards in a separate stack to review later.)

ASSIGNMENT SHEET #10

g. Once the "pairs" are formed, ask each pair to find another couple who will accept their "ideas" (cards) as part of their own. When the "foursomes" are formed, they should select the two statements that their group most strongly agrees with and the two statements that the four people most strongly disagree with.

h. Supply each group of four with a sheet of newsprint and a felt-tipped marker to record their four statements on the paper.

i. Tape the completed sheets up around the room and have the participants defend or agree with the statements, depending on the time available.

j. Collect the cards and ask for comments.

ASSIGNMENT SHEET #10

LANGUAGE STATEMENTS TO USE ON CARDS

(NOTE: You may want to shorten some of the statements listed or perhaps come up with some of your own. In any case, make sure the statements deal specifically with the issue of sexism in language or can be tied in to the issue.)

1. It is not important to bring to a teacher's attention an analysis of the image of females in the language we speak, read, write, and teach.

2. Eventually, if words such as "chairman" and "workman" refer to women as well as men, the semantic tie with "man" may be broken.

3. All of us learn attitudes from the language used by people surrounding us.

4. Teachers' awareness of sexist language needs to be expanded.

5. As the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, and caring roles.

6. Invariably, the generic "man," such as in "businessman," evokes a masculine image, especially when used in a business environment, which has long been a male preserve.

7. Like institutionalized racism, institutionalized sexism is difficult to root out, especially if the language of sexism is perpetuated by the judicial and legislative institutions in our society.

8. Until members of the news media begin to consciously avoid using sexist language, it will be almost impossible to educate the general pubiic.

9. As educators and parents, we should be particularly concerned about the harmful effects of sexist language on the self-concept and aspirations of girls, as well as the creating of a false sense of superiority in boys.

10. When texts depict women in conventionally male roles and professions, a woman's work is often trivialized or described as dependent on that of others.

11. During the pre-language stages and during early language development, children have plenty of opportunities to establish well-defined sex differences in language as well as behavior.

12. One way language changes and grows is through word meanings.

13. The way in which language is used conveys a society's prevailing value system and can indicate that one sex has more worth than another.

14. When a young person is told "men by the thousands rebelled against tyranny" or "the average citizen is proud of his country," it is likely she or he does not form a mental image that includes females.

ASSIGNMENT SHEET #10

15. An adult is hard-pressed to picture a group of amicable females when reading about "men of science," a "middleman," or "the man on the street."

16. Of a woman refuses to "talk like a lady," she is ridiculed and subjected to criticism as unfeminine.

17. Meaning is not "in" words. Meaning is in people, and whatever meanings words have are assigned or ascribed to them by people.

18. Sexism in language is the most important aspect of sex-role stereotyping.

19. Sexism in language is one of the most important aspects of sex-role stereotyping.

20. Consciousness needs to be raised to prevent sexist language and thought in the future.

21. Language lags far behind cultural changes, so the language still reflects the emphasis on the importance of being male.

22. There are problems inherent in trying to rid the language of the "man" suffix. If men resist being called "chairperson" so that the word is used only for women, nothing has been gained.

23. Language can be used to reflect cultural prejudices and biases.

24. Textbooks not only teach the specifics of an academic discipline but also sex roles and social values.

25. Just having to think twice before saying "the student . . . he" is a good change in attitude.

26. To try to rewrite classic statements of the past will be futile.

27. Removing sexist words, phrases, comparisons, jokes, and the like is not changing the English language.

28. Our language is sexist because our society is sexist, and until there is a significant reversal of the prevalent attitudes toward women, we cannot hope to accomplish much.

29. The elimination of sexist talk about women will not do away with unfair actions toward women.

30. Sexist statements are allowable or unavoidable in that some are simply true.

31. It is important that publishing companies have taken deliberate steps to avoid sexism in the language of their works and raise the consciousness of their editors and authors.

32. It would be a good change to list women's names as Mrs. Mary Sue Smith rather than Mrs. John D. Smith.

ASSIGNMENT SHEET #10

33. Change the custom and the language will change itself.

34. The generic use of "man" is obsolete. Man as thus used primarily denotes the male sex, though by implication referring also to women.

35. The English language does not inspire mental images which generally include females.

36. Indefinite pronouns such as "anybody," "somebody," "everyone," and "no one" should be used with the plural definite pronoun "they" to avoid such awkward constructions such as "No one should bring her/his dog into the store." "No one should bring their dog into the store" is much simpler and means the same thing.

37. Breaking down the idea that certain roles are too sissy or too mannish is more important than whether a writer uses "he" or "mankind" in a neutral sense.

38. The common pronoun "he" should be used to refer to persons of either sex except when "she" is definitely applicable.

39. I do not believe that language change can be mandated.

40. What the language needs is the elimination of artificial "feminine" forms like "chairwoman" or "poetess," coupled with a new understanding . . . that "man" does, in fact, mean "human being."

41. Arbitrary, "mandated" changes of language are a regular feature of totalitarian regimes.

42. "Who you think you are?" and, "What you would like others to think you are?" are factors to consider when making a language choice.

43. Those who oppose the removal of sexist relics in English hope to obscure the real issues, which have to do with political power.

44. A meaningful study of language must be about the relationship of language to reality.

45. The use of neutralized terms (spokesperson, salesperson) perpetuates the invisibility of women in positions outside their traditionally defined roles.

46. In deciding on a language choice, the types of people you are addressing should be taken into consideration.

47. Speech patterns can possibly be changed in a generation or so.

48. Sexism in language is the most important aspect of sex-role stereotyping. We think in language and the political importance is incalculable.

49. Sexist language is having a serious impact on the ways that all people think about themselves and others, and thus on the ways we act toward one another.

50. It's not a good idea to use the tremendous power of the press to change language just because a number of people think it's socially useful.

ASSIGNMENT SHEET #10

51. Language is the dimension in which we exist, a continually changing medium that should also be profoundly conservative, since its task is to preserve the history of the race.

52. You should follow the indefinite pronoun "one" with "he," "his," or "him," instead of "they," "their," or "them."

53. In editing a manuscript, falsehoods, bad logic, sloppy thinking and sloppy language, and indeed sexism itself seem much more critical targets than, for example, unaccented "-man" suffixes.

54. There is a difference between "formal" and "colloquial" styles of English usage. In our everyday language, we do not use "man" or "mankind", nor do we say, "everyone . . . he . . . "

55. Generic usage of "man" is not obsolete. "Man" as thus used denotes both the male and female sexes.

56. The social consequences of a language--in daily use by hundreds of millions of people--which ignores a whole class of human beings and sets them apart by their usage, are devastating.

57. Violating the language with such words as "chairperson" undermines the cause of women's equality. The result is not a more adequate recognition of women's equality, but a verbal ugliness that makes a valid cause seem unnecessarily dubious.

58. Editorial policy . . . should be more concerned with clarity and a certain purity in the use of the language than it is with the rather laughable and probably hopeless attempts (and meaningless one, at that) to rid English of all sex-determined language.

59. "Ms." fills a need, but it artificiality bothers me.

60. Rather than use "chairperson," which is not in the dictionary, create a word like "official." If "newsman" is bothersome, use "journalist." There are suffi cient words in the English language to permit us to communicate properly.

61. All the "M" titles are ridiculous in that they are unnecessary and somewhat archaic.

62. We do not respond to "man" as meaning "male human being" in such words as "chairman," "congressman," and "workman" since the ending rhymes with "one" rather than "fan."

63. The English language lacks a generic singular pronoun signifying "he or she," and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one . . he," "anyone . . he," and "each child opens his book."

64. The rigid verbal stereotypes of masculinity and femininity are used to describe people and language, and also to judge and polarize the world into superior/ inferior and positive/negative.

ASSIGNMENT SHEET #10

65. The inferior and negative poles of the English language tend to characterize the female stereotype, the superior and positive, the male.

66. It is important to bring to English teachers' attention an analysis of the image of females in the language we speak, read, write, and teach.

67. Language is not a tool which we send back to the workshop when it needs spare parts.

68. Words like "scatterbrained," "henpecked," "crybaby," and "red-blooded" are words used for only one sex and have strongly negative connotations.

69. "Man," as all dictionaries agree, can be as much a generic, sexless word as "horse" or "dog." We have not yet resorted to "racemare" or "seeing-eye bitch." Why, then, "chairwoman" or the even clumsier "chairperson?"

70. Our attitudes, thoughts, beliefs, and behavior are affected by the language used in our institutions: religion, law, education, politics, and media, such as the newspapers, magazines, and television.

71. In references to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

72. If male-dominated language is a symptom of sexism, enforcing changes will not abolish sexism.

73. Enforcing changes in our language will raise consciousness and permit women to begin to feel that they are not a different species.

74. Male-dominated language is first a symptom of sexism, but it also reinforces it and permits abuses such as subtly shutting out women.

75. The words, names, labels, phrases, and definitions we use when we talk and write to and about each other influence how we see ourselves and how others perceive us.

76. Using sexist terminology actually has beneficial effects, such as facilitating heterosexual encounters.

77. The elimination of sexist talk about women will do away with unfair actions toward women.

78. Eliminating sexist language will eliminate sexist conduct.

79. The idea that language is sexist is foolish.

80. Whether or not it is blantantly sexist, our way of talking about women continues to promote a notion of female nature which is quite out of balance with that of the male, for it continues to identify a woman primarily in terms of her sex.

81. That a woman becomes chairman of the Rules Committee is more important than to change the title (for the job) to "chairperson" and continue to elect men to the position.

ASSIGNMENT SHEET #13

82. The "correct" and "incorrect" way to say something should be determined according to traditional grammer rules.

83. I question the effectiveness of socking someone in the face with charges of sexism (sexist language) and then expecting his (sic) to be a willing supporter of the struggle for equal rights for women.

84. If a person talks of "broads" or "the old man," you can assume that the person has certain sexist assumptions.

85. Language has a serious impact on the ways people think about themselves and others, and thus on the ways we act toward one another.

86. When a man addresses an adult female or talks about her using "girl" rather than "woman," he actually doesn't accep. her as being on the same level as a male, adult or not.

87. When a man addresses an adult female or talks about her using "girl" rather than "woman," he accepts her as being on the same level as a male.

88. Sexist speech patterns have no correlation to sexism in practice.

89. Sexist speech patterns have a very important correlation to sexism in practice.

90. Our society is "youth oriented" now and those who work closely with the English language and with youth should realize the potential they have to initiate change.

91. The common pronoun "he" should be used to refer to persons of either sex except when "she" is definitely applicable.

92. If a woman learns to talk like a lady, she is ridiculed as unable to think clearly, unable to take part in a serious discussion.

93. Eliminating sexist language will not eliminate sexist conduct.

94. Rather than changing the form of words, it is more beneficial to encourage subtle changes in connotation and the content of the information that the words convey.

95. Social class, region, ethnicity, age, occupation, and sex do not affect speech behavior.

96. Social class, region, ethnicity, age, occupation, and sex affect speech behavior.

97. Efforts to get rid of the combining form "-man" in words like "chairman" I regard as trivial and pointless.

98. The English language has certain characteristics which show special treatment of one sex or the other.

ASSIGNMENT SHEET #10

99. If you are female it is best to use your initials rather than your first name when submitting manuscripts to male editors. The response is better.

100. If change occurs in any language, it is the users of that language who determine the direction of that change.

101. A deeper and more thorough study of our use of words is at every point a study of our ways of living.

102. As with racism, so with sexism; we all lose when another is diminished and belittled.

103. Language itself governs a standard for self-image and self-evaluation which is introduced in the home and reinforced by educators and their resources--curricula and textbooks.

104. If you accuse someone of being sexist when he or she is just speaking the "King's English," that person is likely to respond with understandable indignation.

105. Talking about women in a sexist way is merely a humorous pastime and implies to no further negative consequences.

106. I do not believe that changes in the language can be mandated, but it certainly can be taught on the grade school level.

107. It is easy to identify a person as "sexist," when that person consistently uses sentences such as "women make terrible drivers" or "she is a foxy chick" or "men just can't take care of children properly."

108. Virually all "-man" combinations are dean metaphors and no one "sees" a man when the word "chairman" is said, any more than one sees a forehead when one mentions the "brow" of a hill.

109. The woman's search for self identity has been seriously hampered by a legal system which designates her a "he," debates whether she is a "person," and requires her in a variety of ways to depend on her husband's surname for recognition and identification.

110. Nonsexist speaking habits can be acquired only by redirecting thinking patterns, discarding all the old assumptions and learning to interact on a one-to-one basis.

111. Language that assumes all readers are male should be avoided, for example, "You and your wife."

112. Terms denoting male and female will continue to divide people, rather than letting them be thought of as "person" first, and man or woman second.

113. Language plays a central role in socialization, for it helps teach children the roles that are expected of them.

ASSIGNMENT SHEET #10

114. If changes are to occur in our language, they will have to be encouraged through and by members of the news media.

115. If changes are to occur in our language which will more accurately report truly definitive meanings for "male," "female," or "people," they will have to be encouraged through and by members of the news media.

116. The language of law and politics has treated women as inferior to men and hence systematically "kept women in their place."

117. By continuing to omit the feminine and use English gender in sterotyped ways, educators are running the risk of restricting human possibilities rather than widening them.

118. Teachers can make a significant impact on sexism in language by discussing the subject with young people.

119. As youth becomes aware of sexism in language, guidelines for publishers, policy statements, and other material, might become unnecessary.

120. Since we grow up hearing and using the male generic in connection with certain words, the very structure of the language confirms our male images.

121. De-sexing the spoken and written language requires more than the invention and utilization of nonsexist words and phrases.

122. Besides inventing and using nonsexist words and phrases, behavior modification and attitudinal change are required to de-sex the spoken and written language.

123. The only possible result from sexist speech patterns is sexism in practice.

124. When trying to decide on an appropriate salutation for business letters written to a company rather than to an individual, simply omit the salutation, since very few companies are very *dear* anyway.

125. Occupational terms ending in "-man" should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person.

126. It is one thing to cope with the males in the office who call a woman "doll" or "toots" or "baby;" it is another thing to get rid of the stereotypes when the courts and legislatures of the land make them a part of their judicial opinions and legislation.

127. Conversations can be used either consciously or subconsciously to "put a woman in her place"--to make her submissive.

128. One of the chief mistakes made in everyday conversations is to regard people as the representatives of a group rather than as individuals.

129. Compared with the spoken word, de-sexing the written word should prove easy because people tend to think more carefully about what they commit to print.

130. In cross-sex conversations, men tend to speak more often and for longer periods of time.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #11--EVALUATE HOW PEOPLE LEARN SEX-ROLE STEREOTYPES

1. INTRODUCTION

   People learn sex-role stereotypes in a variety of ways--some are very blatant while others are extremely subtle. The following "homework" problems will give you experience in evaluating some of the ways people learn sex-role stereotypes.

2. APPROXIMATE TIME -- Will vary with activity selected

3. MATERIALS NEEDED--It is imposible to provide all the materials needed for each of these topics. Some materials you may have on hand from the other activities you have conducted. Others are readily available at minimum expense. You may wish to collect some of the materials over a period of time and then "loan" them to participants to complete the assignment.

4. PREPARATION

   a. Duplicate enough copies of "Homework Ideas" for each participant.

   b. Display any materials you have gathered.

5. PROCEDURE

   a. Hand out "Homework Ideas" to each participant.

   b. Ask participants to choose one of the topics listed and be prepared to report their findings to the entire group.

      (NOTE: Participants may work in groups of two or three if they would like. If none of the ideas appeal to them, have participants come up with their own ideas for projects which show how people learn sex-role stereotypes.)

   c. Give participants overnight to complete their assignments.

   d. Ask participants to report on their findings.

      (NOTE: You may not have enough time for all participants to report back to the group. Ask for volunteers who wish to share their findings. Set a time limit of 3-5 minutes so as many as possible can share. You will find that participants are usually eager to share what they discovered, so try and let as many people as possible report.)

6. CLOSING REMARKS

   Summarize what the groups found. Draw some conclusions about the various ways people learn sex-role stereotypes. It's important that participants see that there was a definite point to this activity.

ASSIGNMENT SHEET #11

"HOMEWORK IDEAS"

1. Greeting Cards--Do an informal study of greeting cards. How are males/females (including animals) portrayed? Design a series of greeting cards showing men and/ or women in unusual situations (unusual for them because of gender).

2. Houses--Houses are traditionally designed by men for women. Interview one or more professional homemakers about the kind of houses they would like. Design a workable living space for the professional homemaker. What changes did you make? Why?

3. People Watchers--Sit in a public place and observe male/female actions, movements, interactions. Do the same for male-female couples. Did you notice any patterns? Did any pattern offend you? Why or why not? How do people learn about this behavior? Which would you like not to have? Places to "people watch" include a laundromat, grocery store, street corner, or airport.

4. Poster--Make a poster selling one "feminine" quality. Do the same for a "masculine" quality.

5. Dolls--Examine Barbie/Ken. Construct an anatomy lesson using only the facts you can get from baby dolls. What do children learn from dolls? Is that what you want them to learn?

6. Toys/Games--Make a list of toys/games which are intended for boys and another list of toys/games intended for girls. How do you know which kinds of toys/games are sold to boys? Girls? What is the difference in the toys/games? You might use a catalog or go to a toy store.

7. Sexist Humor--Make a collection of sexist jokes. What do these jokes teach us about women? Example: Dorothy: "I have a very literary boyfriend. He recommended Einstein's *The Theory of Relativity* as a very interesting book." Lou: "Have you read it yet?" Dorothy: "No, I'm waiting for the movie." In other words, women are stupid.

7. Sexist Collages--Put together the most sexist male collage you can. Do the same for female. What do these collages tell us about the way men/women are viewed by society?

8. Before/After Advertising--Glue advertisements that are sex biased on one poster. On another poster glue advertisements which are not sex biased. What makes advertisements sex biased? Why is the stereotype used in advertising? How does it relate to reality? What could you do to eliminate stereotyping in advertising?

10. Photographs--Collect photos of children which are representative of how they learn their sex roles.

11. Write an autobiographical essay on your own education. Include the critical turning points, either events or decisions, that determined your future and analyze those people who influenced you to make whatever decisions you made.

12. Make a presentation on women and the Constitution with an emphasis on the 9th, 13th, 14th, and 19th Amendments.

ASSIGNMENT SHEET #11

13. Make a pro-con presentation on the Equal Rights Amendment.

14. Rewrite a fairy tale, such as, *Sleeping Beauty, Cinderella,* or *Little Red Riding Hood,* and tell it to the group.

15. Make a collage of males in non-traditional roles, for example, taking care of babies, sewing, or cooking. Make another collage of females in non-traditional roles, for example, fixing cars, fixing the plumbing, or playing football.

16. Examine two or more religions and describe their different attitudes toward the role of women.

17. Collect comic strips that have girls and/or women as characters in them. Choose one or two examples to show the group. Explain how females are portrayed in your examples.

18. Cut out several ads about motion pictures which are currently showing. Go see, read a review, or talk with people who have seen several of the movies. How do they depict women?

19. Bring the record or the words to *I Am Woman* by Helen Reddy. Prepare discussion questions about the song.

20. Bring quotations by Sigmund Freud, about women, to share with the group.

21. Bring the following records to the group: *Just Like A Woman* by Bob Dylan, *Look at That Stupid Girl* by the Rolling Stones, *Miss Black America* by Curtis Mayfield, and *Where You Lead* by Carol King. Discuss what the "hip" and Black culture's views of women are. Analyze how females are portrayed.

22. Prepare a "Biography Bee" for your group. Select five women, outstanding in any field. On separate cards, write three sentences about each woman. For your presentation, divide the group into two teams. Read out the first sentence on a card. The team which correctly identifies the outstanding woman it describes gets three points. If no one can identify the person, read the second sentence, for which a team can get two points. If no team can still identify the woman, read the third sentence, for which a team will get one point for correct identification.

23. Write a speech for a woman announcing her candidacy for President of the United States. Include a description of her qualifications, her platform, and the reasos she is running for office.

24. Make a presentation of American women poets. Possible resource: *No More Masks: An Anthology of Poems by Women* by Florence Howe and Ellen Bass, editors; Anchor Press/Doubleday, 1973.

25. Read *The Total Woman* by Marabel Morgan, available in paperback for $1.95, Pocket Books, 1975. Give an oral book report to the group. Use illustrations and/or charts in your presentation.

Adapted with permission from Terry Masters, Consultant, Austin, Texas.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #12--COMPLETE EMPLOYMENT SURVEY

1. INTRODUCTION

   Traditional jobs are no longer traditional. Doors are opening for both men and women in areas they thought were previously closed to them. But, how is your state or district faring? Are administrative jobs opening for women? Have boys been entering your consumer and homemaking programs? This activity will give you a chance to see how your own state or local school district compares to the national statistics.

2. APPROXIMATE TIME -- 30 to 45 minutes

3. MATERIALS NEEDED

   a. Current statistics at state or district level

      (NOTE: The 1979 statistics for the State Department of Education are provided at the end of this assignment sheet.)

   b. Pad of newsprint

   c. Dark-colored, wide, felt-tipped marker

   d. Masking tape

4. PREPARATION--Obtain copies of current statistics for the state or district in which you are working, enough for each participant.

5. PROCEDURE

   a. Distribute survey form to each participant.

   b. Have participants complete survey for their district.

   c. Have participants convert information to percentages.

   d. Record percentages on newsprint next to national percentages.

   e. Discuss how their district or state fared in relation to the national figures; use the questions provided to guide discussion.

ASSIGNMENT SHEET #12

SAMPLE QUESTIONS FOR LEADING DISCUSSION ON EMPLOYMENT STATISTICS

1) What do you think the ideal statistics would be?

2) How much does your district/state differ from the ideal? Why?

3) How much does your district/state differ from the national statistics? Why?

4) Why do you think there are so many women teachers and so few women administrators?

5) Why are women concentrated in elementary schools?

6. CLOSING REMARKS

Statistics provide a valuable and rapid means of "seeing just how far we've come." Individually, you may have come a long way in your attitude and hiring practices, but when faced with the statistics over a large area, you may see that there is still a lot of work that needs to be done. Some suggestions for letting others know what the statistics say are provided on the back of your survey forms.

Adapted with permission from ***Women's Equality in Education***, OEG-0-70-4051. Developed by Terry Masters, October, 1976.

ASSIGNMENT SHEET #12

PERCENT OF WOMEN

JOBS	U.S.	State	District
School Board	0.1		
Superintendent	6		
Assistant Superintendent	7		
High School Principals	3.9		
Junior High Principals	3.5		
Elementary Principals	19		
Secondary Teachers	45.8		
Elementary Teachers	84.5		

ASSIGNMENT SHEET #12

SUGGESTIONS FOR LETTING OTHERS KNOW THE FACTS

1. Take slides of the charts and incorporate them into a slide presentation on sex discrimination in schools.
2. Make handouts of the information for the entire faculty.
3. Share the information with the Title IX coordinator and with top administrators of the district/state.
4. Share the information with school board members.
5. Publish the information in the district/state newsletter.
6. Inform students of the information.

ASSIGNMENT SHEET #12

Oklahoma State Department of Education
Professional Education Staff Summary
1978-79

	Male		Female	
Superintendent	465		0	
Assistant Superintendent	90		2	
Administrative Assistant	95		18	
Elementary Non-Teaching Principal	472		93	
Junior High Non-Teaching Principal	122		3	
Senior High Non-Teaching Principal	260		5	
Assistant Elementary Non-Teaching Principal	13		7	
Assistant Jr. High Non-Teaching Principal	65		4	
Assistant Sr. High Non-Teaching Principal	129		17	
Middle School Non-Teaching Principal	58		6	
Assistant Middle School Non-Teaching Principal	28		7	
Elementary Teaching Principal	363		62	
Jr. High Teaching Principal	72		10	
High School Teaching Principal	208		2	
Assistant Elementary Teaching Principal	12		22	
Assistant Jr. High Teaching Principal	13		9	
Assistant Sr. High Teaching Principal	25		0	
Middle School Teaching Principal	10		1	
Assistant Middle School Teaching Principal	10		1	
Central Office Administrator	0		1	
Supervisor or Consultant	172		248	
Administrative Total	2,682	(84%)	581	(16%)
Kindergarten Teacher	4		930	
Elementary Teacher	1,410		11,776	
Middle School Teacher	581		1,095	
Jr. High Teacher	1,759		2,050	
Sr. High Teacher	4,119		3,683	
Special Education Teacher	284		2,587	
Teacher Total	8,157	(27%)	22,121	(73%)
Counselor	399		573	
Librarian	16		478	
School Psychologist	20		37	
School Nurse	2		159	
Counselor, Librarian, Psychologist, Nurse Total	437	(26%)	1,247	(74%)
Group Total	11,276	(32%)	23,886	(68%)

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #13--EVALUATE ATTITUDES TOWARD NONTRADITIONAL CAREERS

1. INTRODUCTION

   Most of you would agree with the statement, "Equal pay for equal work." However, even if this were true in the majority of cases, and often it is not, there are other factors involved when a woman or man enter a nontraditional field. When people move into new roles, they are confronted with two tasks. First, they have to be able to do the new job, which may require new behaviors. Second, they have to deal with the effects of these new behaviors on themselves and others. For example, the previously quiet and responsive woman may, herself, feel uncomfortable with the new behavior required for her job. Others may feel this and will respond to her with this in mind.

   The following exercise will cause you to consider more thoughtfully what your real feelings are on this issue, how you would react to someone in a nontraditional role, and what kind of changes, if any, you want to make in your attitudes.

2. APPROXIMATE TIME -- 30-45 minutes

3. MATERIALS NEEDED

   a. Enough copies of "Are You Someone Who Believes . . ." sheet for each participant

   b. Videotape equipment

   c. Copy of videotape, "Breakout"

      (NOTE: This videotape is available on a free-loan basis to Oklahoma teachers only from the State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.)

   d. Enough copies of "I Am Someone Who . . ." sheets for each participant

4. PREPARATION

   a. Check videotaping equipment to make sure it works and that everything is set up correctly.

   b. Duplicate enough "Are You Someone Who Believes . . ." sheets for everyone participating.

   c. Duplicate enough "I Am Someone Who . . ." sheets for everyone participating.

ASSIGNMENT SHEET #13

6. PROCEDURE

   a. Hand out "Are You Someone Who Believes . . ." sheets.

   b. Ask participants to answer "Yes" (Y), "No" (N), or "Maybe" (M) for each item listed on the sheet; give them 3 to 5 minutes to complete this.

   c. Ask if anyone would like to share an answer that prompted an emphatic "yes" or "no."

   d. Introduce the videotape.

   e. Ask for comments on the videotape.

   f. Ask participants to complete the "I Am Someone Who . . ." sheets.

      (NOTE: Participants can use five of the items from the "Are You Someone Who Believes . . ." sheet. Then they must make up five new items, expressing personal goals for the future or values or behaviors they follow in the present. They might want to work on this for a homework assignment, going more in depth and then relating this to the class.)

7. CLOSING REMARKS

Providing opportunities for people to enter the career of their choice is getting easier. It is relatively easy to say that all classes are open to both boys and girls. It is more difficult to provide an atmosphere of support for those who are entering nontraditional fields. These people need to talk with others about their new roles, new jobs, and new friends. They need to talk with people who can share in and support a nontraditional field. Are you one of those people who can give this necessary support? Or are you one who quietly ridicules and laughs at the young man who wants to enroll in the home economics class? These are important issues to think about the next time a student asks you a question about entering a nontraditional field.

ASSIGNMENT SHEET #13

ARE YOU SOMEONE WHO BELIEVES . . .

YES	NO	MAYBE	
Y	N	M	1. full-time, outdoor jobs are unsuitable for females?
Y	N	M	2. most women would marry a man even though he works as a secretary/clerk?
Y	N	M	3. women who have paid jobs are unhappy?
Y	N	M	4. truck driving is an appropriate career for females?
Y	N	M	5. men are not patient enough to work with small children in nursery school?
Y	N	M	6. boys interested in being hair stylists are sissies?
Y	N	M	7. a woman can have a career while raising a family?
Y	N	M	8. money is the only reason that adult women work outside the home?
Y	N	M	9. physically, women are not capable of working as fire fighters?
Y	N	M	10. a woman can be a good mother while working full-time as a stock broker?
Y	N	M	11. women are becoming too independent today?
Y	N	M	12. most boys do not have the finger coordination to be a typist?
Y	N	M	13. generally, females perform best at jobs where they are working with people?
Y	N	M	14. high school girls should be encouraged to enroll in traditionally all-male vocational courses like air-conditioning repair?
Y	N	M	15. a man can be a good father while working full-time as a nurse?
Y	N	M	16. boys should be encouraged to plan professional careers which require more than four years of college?
Y	N	M	17. women would not be good as high school principals because they could not handle the boys?

ASSIGNMENT SHEET #13

ARE YOU SOMEONE WHO BELIEVES . . .

YES	NO	MAYBE		
Y	N	M	18.	ballet dancing is an appropriate career goal for boys?
Y	N	M	19.	most women who work in machine shops are unfeminine?
Y	N	M	20.	women should be encouraged to plan professional careers which require more than four years of college?
Y	N	M	21.	most men would marry a woman even though she works as a plumber?
Y	N	M	22.	there is increased juvenile delinquency in families where the mother works?
Y	N	M	23.	most high school girls would laugh at a girl who enrolled in television repair?
Y	N	M	24.	vocational occupations are too dirty for women?
Y	N	M	25.	law is an appropriate career for women?
Y	N	M	26.	women who choose to join the labor force can also be competent mothers?
Y	N	M	27.	a man is avoiding his responsibilities when he is at home full-time?
Y	N	M	28.	when planning a career, a high school girl should consider technical and skilled jobs that have traditionally been for males only?
Y	N	M	29.	women can be effective business managers?
Y	N	M	30.	most girls are physically strong enough to be welders?
Y	N	M	31.	all adult women should be prepared to support themselves financially?
Y	N	M	32.	girls should learn a job skill while in high school?
Y	N	M	33.	being a librarian is not a suitable career for a man?
Y	N	M	34.	married women should only work when their income is necessary to support the family?
Y	N	M	35.	women are smart enough to become engineers?

ASSIGNMENT SHEET #13

ARE YOU SOMEONE WHO BELIEVES . . .

YES	NO	MAYBE	
Y	N	M	36. a woman can be a good mother while working full-time as a nurse?
Y	N	M	37. women should be encouraged to work outside the home?
Y	N	M	38. men are better bosses than women?
Y	N	M	39. most women are not smart enough to be bankers?
Y	N	M	40. teaching woodworking is a suitable career for a woman?

Statements adapted from ***Equal Vocational Education Manual***, by Fredell Bergstrom and Joseph E. Champagne. Houston, Texas: University of Houston, Center for Human Resources, 1976.

ASSIGNMENT SHEET #13

I AM SOMEONE WHO . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #14--DETERMINE CHARACTERISTICS OF A HEALTHY ADULT

1. INTRODUCTION

   We are all guilty of generalizing about people. Mary Jones is a teacher so she must *love* kids. Miss Smith is fat and all fat people are jolly. Jim Henson is black; bet he's a good dancer. Bud Jones is thin and wears glasses; probably a bookworm, too. Sally Brown has blonde hair; she's probably dumb. We are all guilty of stereotyping others. We are going to confine our stereotypes in this exercise to those about men and women; stereotypes that label one or the other sex on the basis of generalities without first finding out about the *person*.

2. APPROXIMATE TIME -- 1 hour

3. MATERIALS NEEDED

   a. Sufficient copies of "Male," "Female," and "Healthy Adult" sheets for one-third of the participants to each have one

   b. Pencil for each participant

   c. Three sheets of newsprint

   d. Three dark-colored, wide, felt-tipped markers

   e. Masking tape

   f. Enough copies of "Me" sheet for each participant

4. PREPARATION

   a. Duplicate enough copies of "Male," "Female," and "Healthy Adult" sheets for one-third of the participants to each have one.

   b. Duplicate enough copies of "Me" sheet for each participant.

5. PROCEDURE

   a. Have participants complete their "Me" sheet by checking the space that best describes them.

      (NOTE: They will not share this sheet with anyone but should work quickly, indicating their first responses. Allow 3 to 5 minutes for participants to complete their sheets. Have them put these sheets aside.)

ASSIGNMENT SHEET #14

b. Break participants into three groups; the groups should not work near each other.

(NOTE: You may have to divide participants into six groups if there are more than 20 people.)

c. Instruct participants that they should not let the other small groups see their sheet.

(NOTE: Remind participants that this time they will have to generalize about people which is something that we're trying to learn not to do, but something that we actually do every day.)

d. Give the "Male" sheet to each participant in one group; each participant should complete the sheet as he or she feels most nearly describes males in general; do the same for the "Female" sheet and the "Healthy Adult" sheet; allow participants enough time to complete their sheets (about 10 to 15 minutes).

e. Give each small group a sheet of newsprint and a felt-tipped pen; on this sheet of newsprint the group should come to a consensus on ten words which best describe the word at the top of their sheet; have participants write the ten words on the newsprint so that they can share it later with the total group.

f. Bring participants back to the total group when they have finished.

g. Allow each group to share their list of ten words; they should not disclose whether their list describes males, females, or healthy adults; post the newsprint lists around the workshop space.

h. Ask participants to identify which list describes a male, which one describes a female, and which one describes a healthy adult; when the lists are identified, ask someone from each group to label their lists.

6. CLOSING REMARKS

Ask the following question: "According to our own study, is our idea of a healthy adult more like our idea of a male or a female? What do these results mean?"

Ask participants to get out their "Me" sheets. Allow them enough time to compare their ideas about themselves with the group's ideas of a male, female, and healthy adult. Allow, but do not require, comments.

(NOTE: Two friends may want to follow up on this activity for homework. One person checks her "Me" sheet for herself. Her friend checks the "Female" sheet that reflects his view of her in particular. When the sheets are completed, the woman can find out if her friend sees her as she sees herself.)

Adapted with permission from *Women's Equality in Education,* OEG-0-70-4051. Developed by Terry Masters, October, 1976.

ASSIGNMENT SHEET #14

ME

	+3	+2	+1	0	+1	+2	+3	
Aggressive	—	—	—	—	—	—	—	Nonaggressive
Independent	—	—	—	—	—	—	—	Dependent
Emotional	—	—	—	—	—	—	—	Unemotional
Subjective	—	—	—	—	—	—	—	Objective
Submissive	—	—	—	—	—	—	—	Dominant
Excitable	—	—	—	—	—	—	—	Not excitable
Active	—	—	—	—	—	—	—	Passive
Competitive	—	—	—	—	—	—	—	Not competitive
Logical	—	—	—	—	—	—	—	Illogical
Home-oriented	—	—	—	—	—	—	—	Worldly
Indirect	—	—	—	—	—	—	—	Direct
Feelings easily hurt	—	—	—	—	—	—	—	Feelings not easily hurt
Adventurous	—	—	—	—	—	—	—	Cautious
Cries easily	—	—	—	—	—	—	—	Never cries
Leader	—	—	—	—	—	—	—	Follower
Self-confident	—	—	—	—	—	—	—	Unsure
Ambitious	—	—	—	—	—	—	—	Not ambitious
Handles ideas	—	—	—	—	—	—	—	Handles feelings
Concerned about appearance	—	—	—	—	—	—	—	Not concerned about appearance
Talkative	—	—	—	—	—	—	—	Not talkative
Blunt	—	—	—	—	—	—	—	Tactful
Aware of others' feelings	—	—	—	—	—	—	—	Unaware of others' feelings
Neat	—	—	—	—	—	—	—	Sloppy
Loud	—	—	—	—	—	—	—	Quiet
Tender	—	—	—	—	—	—	—	Tough

ASSIGNMENT SHEET #14

FEMALE

	+3	+2	+1	0	+1	+2	+3	
Aggressive								Nonaggressive
Independent								Dependent
Emotional								Unemotional
Subjective								Objective
Submissive								Dominant
Excitable								Not excitable
Active								Passive
Competitive								Not competitive
Logical								Illogical
Home-oriented								Worldly
Indirect								Direct
Feelings easily hurt								Feelings not easily hurt
Adventurous								Cautious
Cries easily								Never cries
Leader								Follower
Self-confident								Unsure
Ambitious								Not ambitious
Handles ideas								Handles feelings
Concerned about appearance								Not concerned about appearance
Talkative								Not talkative
Blunt								Tactful
Aware of others' feelings								Unaware of others' feelings
Neat								Sloppy
Loud								Quiet
Tender								Tough

ASSIGNMENT SHEET #14

MALE

	+3	+2	+1	0	+1	+2	+3	
Aggressive	—	—	—	—	—	—	—	Nonaggressive
Independent	—	—	—	—	—	—	—	Dependent
Emotional	—	—	—	—	—	—	—	Unemotional
Subjective	—	—	—	—	—	—	—	Objective
Submissive	—	—	—	—	—	—	—	Dominant
Excitable	—	—	—	—	—	—	—	Not excitable
Active	—	—	—	—	—	—	—	Passive
Competitive	—	—	—	—	—	—	—	Not competitive
Logical	—	—	—	—	—	—	—	Illogical
Home-oriented	—	—	—	—	—	—	—	Worldly
Indirect	—	—	—	—	—	—	—	Direct
Feelings easily hurt	—	—	—	—	—	—	—	Feelings not easily hurt
Adventurous	—	—	—	—	—	—	—	Cautious
Cries easily	—	—	—	—	—	—	—	Never cries
Leader	—	—	—	—	—	—	—	Follower
Self-confident	—	—	—	—	—	—	—	Unsure
Ambitious	—	—	—	—	—	—	—	Not ambitious
Handles ideas	—	—	—	—	—	—	—	Handles feelings
Concerned about appearance	—	—	—	—	—	—	—	Not concerned about appearance
Talkative	—	—	—	—	—	—	—	Not talkative
Blunt	—	—	—	—	—	—	—	Tactful
Aware of others' feelings	—	—	—	—	—	—	—	Unaware of others' feelings
Neat	—	—	—	—	—	—	—	Sloppy
Loud	—	—	—	—	—	—	—	Quiet
Tender	—	—	—	—	—	—	—	Tough

ASSIGNMENT SHEET #14

HEALTHY ADULT

	+3	+2	+1	0	+1	+2	+3	
Aggressive								Nonaggressive
Independent								Dependent
Emotional								Unemotional
Subjective								Objective
Submissive								Dominant
Excitable								Not excitable
Active								Passive
Competitive								Not competitive
Logical								Illogical
Home-oriented								Worldly
Indirect								Direct
Feelings easily hurt								Feelings not easily hurt
Adventurous								Cautious
Cries easily								Never cries
Leader								Follower
Self-confident								Unsure
Ambitious								Not ambitious
Handles ideas								Handles feelings
Concerned about appearance								Not concerned about appearance
Talkative								Not talkative
Blunt								Tactful
Aware of others' feelings								Unaware of others' feelings
Neat								Sloppy
Loud								Quiet
Tender								Tough

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #15–EVALUATE PERSONAL ATTITUDES OR ACTIONS ABOUT SEX-FAIR EDUCATION

1. INTRODUCTION

   With any issue, especially one that involves people's values, there is a real need to listen to what other people are saying in regard to the issue. In this activity you will be given the chance to not only clarify and examine your own attitudes towards issues concerning women and men, but also to listen to how the others in the group feel about these issues. It will be important in this activity to maintain an atmosphere of openness, honesty, acceptance, and respect. If others in the group feel that something they say about their own beliefs and behavior is going to be ridiculed by their peers or frowned upon by the facilitator, they will not want to share their thoughts and feelings about the issues. Keep this in mind when you begin responding to the statements.

2. APPROXIMATE TIME -- 1 hour

3. MATERIALS NEEDED

   a. List of statements for continuum, provided at end of assignment sheet

   b. Six sheets of construction paper or tagboard

   c. Dark-colored, wide, felt-tipped marker

4. PREPARATION

   a. Mark the six sheets of construction paper or tagboard with the following: +3, +2, +1, -1, -2, -3.

   b. Select ten or more statements from the list to use in the activity.

      (NOTE: Factors to consider when selecting the statements are appropriateness to your particular group; a balance of feminist and traditional statements, and a balance of male and female statements.)

5. PROCEDURE

   a. Put the place cards in a row on the floor, leaving adequate space between each card.

      (NOTE: The line of cards should stretch the length of the room.)

   b. Explain to the group that you will make a statement; if they strongly agree with the statement, they should stand on the card labeled +3. If they agree with the statement, they should stand on +2. If they agree, but not very strongly, stand on the card labeled +1. The same strategy should follow with the "minus" statements, -3 being strongly disagree.

ASSIGNMENT SHEET #15

c. After they have "taken their stand," give them a few seconds to notice where other people are standing.

d. Give those who want an opportunity to defend their stand.

(NOTE: Emphasize that this is an opportunity to listen to how others in the group feel about this issue. You should let at least one person in each area tell his or her feelings about the statement.)

e. Give participants the option to change their stand if they want.

(NOTE: Tell participants that they may want to notice who is standing directly opposite of them and talk with this person later.)

f. Read another statement, giving participants enough time to change positions if necessary, and then ask for comments.

g. Repeat the procedure with three or four more statements.

(NOTE: It is very important that you do not let the participants begin heated arguments. Remind participants to keep an open mind and respect the other person's point of view. Also, do not allow this activity to drag on too long. The number of statements you offer will depend on the amount of discussion involved with each statement.)

6. CLOSING REMARKS

It is important that we listen to each other, not only on this issue but in everyday conversation. There are many personal values associated with this issue, so it is even more important that we hear what each of us is saying. I hope this activity has not only given you a chance to clarify some of your own values, but to listen to how others feel about these issues concerning men and women.

Adapted with permission from *Women's Equality in Education,* OEG-0-70-4051. Terry Masters, October, 1976.

ASSIGNMENT SHEET #15

SAMPLE STATEMENTS FOR THE CONTINUUM

1. Women are too emotional to hold responsible positions.
2. Men will have to change their attitudes first for sexism to be eliminated.
3. Women deserve equal pay but they ought to be treated like ladies.
4. Men are not sensitive and caring enough to provide care for small children.
5. If men had babies, safe birth control methods would have been invented long ago.
6. Men are naturally more intelligent than women.
7. Boys are naturally better in science and math; girls are naturally better in English and art.
8. A woman can't have a career and a family.
9. Men and women should be equal partners in household chores.
10. We should teach our daughters it is all right to ask a boy for a date.
11. We should teach our sons that it is okay to express a full range of emotions, including crying.
12. Men have the most to gain from the Women's Movement.
13. The Women's Movement is an effort to defeminize the American woman.
14. Men who dance ballet are sissies.
15. Women are naturally superior to men.
16. The way things are now, it's better to be a man than a woman.
17. Women shouldn't want to change things because they have the best deal now.
18. It's okay for a girl to play on a male team if she's a good athlete.
19. Men should make the important decisions because men think, while women act on their emotions.
20. A woman should not compete with a man because this damages his ego.
21. Women need more encouragement and approval than men to work effectively.
22. A woman should be willing to leave her job to follow her husband's job.
23. A man should be willing to leave his job to follow his wife's job.
24. It's a woman's responsibility to take time off from her job to raise children.
25. It's a man's responsibility to take care of his wife and children.
26. When there are a limited number of jobs, a married woman should not hold a job in business or industry when her husband is able to support her.
27. It is possible for a woman to successfully combine a career with the bearing and rearing of children.
28. A working mother can establish just as secure and warm a relationship with her children as a mother who does not work.
29. It is more important for a wife to help her husband's career than to have one herself.
30. In general, the father should have greater authority than the mother in bringing up the children.
31. Raising children should be more a mother's job than a father's.
32. Parents should encourage their children in activities and roles that are not necessarily traditional to their sex.
33. Parents should encourage just as much independence in their daughters as in their sons.
34. Women should be given equal opportunity with men for apprenticeships in the various trades.
35. There are many jobs in which men should be given preference over equally qualified women in being hired and promoted.

ASSIGNMENT SHEET #15

SAMPLE STATEMENTS FOR THE CONTINUUM
(Continued)

36. There are some professions and types of businesses that are more suitable for men than for women.
37. Men have more of the top jobs because they are born with more drive to be ambitious and successful than women.
38. Many women who do the same work as their male colleagues actually earn substantially less money.
39. Men are better leaders than women.
40. Men are better able to reason logically.
41. Women are more sensitive to the problems of the poor and underprivileged than men are.
42. Men have more physical stamina than women.
43. Unattractive women are the most ambitious.
44. Men enjoy action and excitement more than women do.
45. A woman can live a full and happy life without marrying.
46. A man can live a full and happy life without marrying.
47. Sometimes there are good reasons why a woman should be paid less than a man for doing exactly the same job.
48. Women are usually less reliable on the job than men because they tend to be absent more and quit more often.
49. Often a woman will do the real work and a man will take the credit.
50. Qualified women should be given more opportunities in the job market than equally qualified men.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #16--ANALYZE ADVANTAGES/DISADVANTAGES OF BEING MALE/FEMALE

1. INTRODUCTION

   We often assume that "the grass is greener on the other side of the fence." But when we get across that fence we realize that things aren't so rosy over there after all. This could also be true in regard to our sex. A woman might say, "I really wish I could be a man and have control over my life. I could do what I want and wouldn't have to worry about the house and kids all the time." On the other hand, a man might say, "The women now have it so easy--all the modern conveniences. And if they don't want to be full-time homemakers, they can go out and get a job. They have a choice. We don't." How many times have you thought that it would be nice to be a member of the opposite sex? Why? In this activity you will be given the chance to imagine you are a member of the opposite sex, to think of advantages of being a member of that sex.

2. APPROXIMATE TIME -- 1 to 1 1/2 hours

3. MATERIALS NEEDED

   a. Pad of newsprint, enough sheets for each small group

   b. Dark-colored, wide, felt-tipped markers

4. PREPARATION -- None needed

5. PROCEDURE

   a. Divide the total group into same-sex groups of three to four people each.

   b. Explain to the total group that each small group should imagine that they are the opposite sex.

      1) Brainstrom advantages of being that sex.

      2) Record these advantages on your newsprint and star the two that seem the best.

      (NOTE: Give the group 15 minutes to complete their lists.)

   c. Give each group a sheet of newsprint and a felt-tipped marker.

   d. Ask the groups to be ready to report their top two advantages to the entire group.

   e. Call the groups back together.

ASSIGNMENT SHEET #16

f. Ask each small group to share with the total group the top two advantages of being the opposite sex

g. Ask for feedback from the sex being described

Example: If the small group is all female and they are reporting on what they think are the advantages of being male, turn to a group of males and ask: "What is your reaction to that? Do you consider those to be advantages of being male? What are the costs of those advantages? What disadvantages are there to that?"

h. Ask the reporting group, "Is there any reason you can't have the advantage you described?"

i. Follow the same procedure for each small group

(NOTE: Be ready for some lively exchanges and some pretty straight-forward talk. However, don't let the discussion get too out of hand. Be ready to intervene if things get too heated.)

6. CLOSING REMARKS

To summarize, ask some of the following questions for discussion.

a. "Does a society with differentiated sex roles have to remain that way?"

b. "What sex-role differentiation is biologically rooted and unchangeable?"

c. "What sex-role differentiation results from the assumption that since males and females are biologically different, they should behave differently and be treated differently?"

d. "In what ways do women gain from abandoning their traditional sex role?"

e. "What advantages or privileges of the traditional female role might they have to give up as sex discrimination is eliminated?"

f. "In what ways do men gain from abandoning their traditional sex-role?"

g. "What advantages or privileges of the traditional male role might they have to give up if sex discrimination is eliminated?"

(NOTE: You may want to put these questions up around the room, written on "paper dolls" of men and women.)

Adapted with permission from *Women's Equality in Education,* OEG-0-70-4051. Developed by Terry Masters, October, 1976.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #17--EVALUATE COPING STRATEGIES FOR EXPANDED ROLES AND OPTIONS

1. INTRODUCTION

In a society described as free, the right to choose is assumed to exist for all individuals. Certain rights are guaranteed people through a variety of laws, both written and unwritten, and through a complex system of values, attitudes, and beliefs. For instance, you have a right to go back to school. There is no formal law that says you can't. There is, however, considerable pressure from people in our society who might discourage you from going back. If you are a woman, you might hear from your mother or husband, "A mother shouldn't go back to school or work until her children are out of school." If you are a man, you might hear from your wife, "It's really impossible for you to go back to school. We can't afford to lose your salary, especially since I don't want to work."

Whatever decisions you make, you will face pressures from others. There will be pressures from your family, your co-workers, your relatives, the significant "others" in your life. If you enter a nontraditional job you may experience all kinds of uncertainties; "Can I really handle the job?" "What will my friends say?" "How will my co-workers react to me?"

So, you read everything you can about dealing with these types of problems. You've read about assertiveness training, saying what you mean, and dressing appropriately; yet you still find it difficult to cope with that hateful remark, that unfair delegation of duties, or that obnoxious "women's libber" who just won't keep her mouth shut. The theories just aren't working. You need to come to grips with the situation and find a strategy that works for you.

This activity is designed to give you practice in selecting effective coping strategies for problems that you may face as you take advantage of expanded roles and options.

2. APPROXIMATE TIME -- 1 to 1 1/2 hours

3. MATERIALS NEEDED

a. Blank envelopes

b. Envelopes prepared with different "problem" statements written on the front, one per envelope

(NOTE: Some sample problem statements are provided at the end of the assignment sheet.)

ASSIGNMENT SHEET #17

c. Pad of newsprint

d. Large stack of 3 x 5 cards

e. Dark-colored, wide, felt-tipped marker

f. Masking tape

4. PREPARATION--Write neatly or type a few "problem" statements on envelopes, one per envelope.

   (NOTE: You will only need to prepare a few of these statements to "plant" in the group.)

5. PROCEDURE

   a. Divide participants into groups of 3-5 members each.

   b. Pass out a blank envelope to each "team."

   c. Request that each team write neatly one situation or comment that they have experienced as a result of expanded roles and options.

      Examples:

      "Susan, you did a first-rate job with that Smith account. How did you get old Smith to sign? Never mind, we don't need to go into that do we (with a wink)?"

      "You mean your husband cleaned the house last weekend. You surely are lucky. My husband doesn't do anything."

      "You mean your wife makes more than you? When are you going to put in your fair share?"

      "My daughter has decided that there are so many things she wants to do and so many places she wants to go, that she does not plan to marry before the age of thirty, if at all."

      "My son's basketball uniform and traveling expenses to away games are provided by the high school, while my daughter's are not. I think this is unfair."

   d. Have participants pool the envelopes on a table; ask them to return to their seats.

      (NOTE: You may want to "plant" your prepared envelopes at this time.)

   e. Pass out the note cards, about 10 to each group.

   f. Ask one participant from each group to come back to the table and select an envelope other than their own.

ASSIGNMENT SHEET #17

g. Have each team read the problem and then write one solution on a note card and place it in the envelope.

(NOTE: Give each team about one minute to write their solution.)

h. After one minute, ask participants to pass the envelope on the next team.

i. Repeat the procedure until the envelopes return to the teams who originally had them.

j. Have the original team remove all the solutions from the envelope and rank order them.

(NOTE: Allow about 15 to 20 minutes for this.)

k. Ask one team to call out the problem on their envelope.

l. Write the problem on a sheet of newsprint.

m. Ask the team to call out their top three solutions in the order in which they were ranked.

(NOTE: You may want to ask the team "reporter" to explain why they rank ordered the solutions as they did.)

n. Ask for comments from the entire group.

Example: Does anyone here feel the number one solution would not work? Why?

o. Repeat the procedure with as many teams as time allows.

(NOTE: Try to talk about as many problems as possible. You may have to keep the comments very short and to the point.)

6. CLOSING REMARKS

The process we've used here can be applied to the problems you face in your daily lives. You must first look at the alternatives and then choose the one that will work best for you. What works for one person will not work for the other. Its important to realize that there are options for dealing with these problems, options where all parties gain something for themselves.

ASSIGNMENT SHEET #17

SAMPLE STATEMENTS TO "PLANT" FOR ENVELOPE EXCHANGE

1. You're not one of those women's libbers, are you?

2. It was 10:00 at night, and my family knew I was going to start my new job tomorrow. My husband and sons brought me their dirty baseball uniforms and told me they had to have them by 4 o'clock the next day.

3. I had had a terrible week at work and was really ready to just get away and go fishing. But my wife had other ideas. She had accepted an invitation to spend the weekend at her folks' house, without talking to me about it first.

4. I approached my employer with what I thought was a good suggestion for organizing the work procedure in the office. He said that he thought it was a good idea, but that he'd pass it on to my immediate supervisor (a man) for implementation.

5. I am a college graduate with a degree in math. I was interviewed for a job with a computer firm. I had taken the required aptitude tests and had been selected for an interview. The interviewer and I talked for several minutes. He then tore up my application in front of me and told me to go home to my husband.

6. I want to leave my job in industry, which pays more, and go back to teaching, a career I really enjoy. This presents financial problems for my family since I am the sole wage earner with a wife and three children.

7. As superintendent of the school, I have decided the most qualified applicant for my secretary would be a young man we interviewed last week. I have already heard mumblings around the office he won't work out.

8. We were at my husband's parents' house for Christmas. We were setting out the presents on Christmas Eve for all the grandchildren to celebrate Santa Claus the following morning. My husband and I bought our son a tool bench, a garage set, a doll with clothes, and a shopping cart with groceries. My sister-in-law laughed under her breath and said, "I think that's really stupid to give Jon a doll!! I can't believe you'd do that!! Sam and Dave's dad would just die if they ever touched a doll!!"

9. I didn"t change my name when I got married. One woman friend has been told several times by both myself and my husband that our names are not the same, even though we are legally married. Yet she persists in introducing me by my husband's name rather than my own.

10. My wife just doesn't anticipate my needs like she used to before she started working. The house isn't as neat; we're always running out of things (like toilet paper); and I'm sick of eating fast foods.

CLASSROOM STRATEGIES FOR
PROMOTING SEX-FAIR EDUCATION
UNIT I

ASSIGNMENT SHEET #18--DEVELOP A PLAN TO PROMOTE SEX-FAIR EDUCATION IN THE CLASSROOM

1. INTRODUCTION

   By now, we hope you are committed to doing more than giving "lip service" to this issue. We now want to give you an opportunity to put down on paper one way you can move toward providing sex-fair education in the classroom. It's important to remember that we can't kill all the dragons in one day. However, with a definite plan of action we can begin to make some headway. This last activity is designed to provide an easy way for you to think through one idea that you can implement in your classroom.

2. APPROXIMATE TIME--30 minutes

3. MATERIALS NEEDED

   a. "Make It Happen!" sheets, enough for all participants

      (NOTE: These are provided at the end of the assignment sheet.)

   b. Pencils for all participants

4. PREPARATION--Duplicate enough "Make It Happen!" sheets for all participants.

   (NOTE: These are provided at the end of the assignment sheet.)

5. PROCEDURE

   a. Read through each part of the sheet and ask for questions.

   b. Give participants 10-15 minutes to fill out sheet.

   c. Collect the sheets, if necessary, for your reporting.

      (NOTE: If the time and money are available, you may want to have these sheets printed on carbon packs so a copy can be retained by the participant and the facilitator.)

6. CLOSING REMARKS

   Thank you for your participation in this workshop. I think we have all learned something. Remember that it takes a while to implement good ideas effectively. If your idea fails the first time, don't give up. Keep trying and we'll all benefit.

ASSIGNMENT SHEET #18

MAKE IT HAPPEN!

The following list will help you develop a plan of action for your idea. In each category list one or two thoughts of what you might do to assure the success of your idea.

ACCEPTANCE: In what ways might I gain acceptance from others? What advantages can I show for the idea? How might I dramatize these advantages? (Avoid assuming that others will see your idea as you do!)

_____

_____

ANTICIPATION: What objections to my idea might others have? How could I be prepared to overcome them?

_____

_____

ASSISTANCE: Who could help me? In what ways might other persons or groups be of help to me in applying my idea?

_____

_____

LOCATION/ TIMING: What places, locations, special days, special times should I take advantage of for putting my idea into practice?

_____

_____

PRECAUTIONS: What can I do to pretest my idea to ensure its effectiveness?

_____

_____

Adapted with permission from Terry Masters, Consultant, Austin, Texas.

CLASSROOM STRATEGIES FOR PROMOTING SEX-FAIR EDUCATION
UNIT I

TEST

NAME_____ SCORE_____

1. Describe the purposes of promoting sex-fair education.

_____

_____

_____

_____

_____

_____

2. Match terms associated with classroom strategies for promoting sex-fair education to the correct definitions. Write the correct numbers in the blanks provided.

_____a. Person who promotes equality of the sexes

_____b. Attitude based on the assumption that one sex is superior to the other regardless of their abilities or competencies

_____c. Consideration of each individual with regard to particular talents, strengths, and weaknesses unrelated to gender; opposite of sexism

_____d. Generalization in which roles are prescribed for females and males; act as models in patterning behavior for children

_____e. Practice of excluding a person from a situation or task solely on the basis of sex; can be disputed in a court of law

_____f. Behaviors and qualities which characterize males or females in a given culture

_____g. System of beliefs (unconscious or conscious) which includes sex bias, sex discrimination, and sex-role stereotyping

1. Sexism
2. Sex bias
3. Sex discrimination
4. Sex-fair
5. Feminist
6. Sex roles
7. Sex-role stereotype

3. Select from the following list characteristics of sex-fair education. Mark each correct answer with an "X."

_____a. Intended mainly for women and girls

_____b. Requires a professional attitude

_____c. Stresses changing behaviors and attitudes

_____d. Is associated with radical feminist politics

_____e. Considers minority needs

_____f. Functions within the school system

_____g. Works toward eliminating sex bias but not sex discrimination

_____h. Stresses open, positive communication

4. Arrange in order awareness stages leading to change. Place a "1" in front of the first stage, a "2" in front of the second, and so on.

_____a. No problem exists (shock or surprise)

_____b. Rage

_____c. Acceptance

_____d. Others, not me (guilt or projection)

_____e. Integration and action

_____f. Awareness or rationalization

5. Name three ways people learn sex roles.

a. _____

b. _____

c. _____

6. Select from the following lists correct facts about the changing labor force. Write the correct numbers (either 1, 2, or 3) in the blanks next to the letters.

_____a. For every $1.00 men earn, women _____.

1) $.95 2) $.76 3) $.57

_____b. The vocational training areas with the largest female enrollment (more than one-third of all females enrolled in vocational education) are _____ _____.

1) consumer and homemaking programs
2) occupational home economics
3) office occupations

_____c. Over _____ percent of all women 16 years old and over were in the work force in 1979.

1) 41 2) 51 3) 61

_____d. _____ out of ten young women in high school today will work for pay outside their homes at some point in their lives.

1) 9 2) 5 3) 7.4

_____e. Over _____ of the nation's children have working mothers.

1) One-third 2) One-half 3) Two-thirds

_____f. Nearly _____of all women in the labor force are single, widowed, divorced, separated, or have husbands whose earnings are less than $10,000.

1) One-third 2) One-half 3) Two-thirds

_____g. _____ percent of American men between the ages of 18 and 64 are employed outside of the home.

1) 74 2) 86 3) 91

_____h. In _____ percent of the nation's married couples, both husband and wife are employed outside the home.

1) 28 2) 35 3) 47

_____i. Women with four years of college, on the average, make _____ money than men with an eighth-grade education.

1) more 2) the same 3) less

_____j. The difference between the average yearly incomes of male and female workers has _____ over the past 20 years.

1) increased 2) remained the same 3) decreased

_____k. The average American woman can expect to spend _____ years of her life in the work force.

1) 17.1 2) 22.9 3) 31.2

_____l. The average American man can expect to work for pay outside the home for _____ years.

1) 36 2) 42 3) 52

_____m. In 1976 _____ percent of all vocational education programs had enrollments which were 90 percent male or 90 percent female.

1) 15 2) 27 3) 39

_____n. Trends in male/female enrollment in vocational training programs show that _____.

1) females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs

2) males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs

3) the entry of males and females into programs nontraditional to their sex is occurring at about the same rate

7. Name four factors that have led to increased numbers of women in the labor force.

a. _____

b. _____

c. _____

d. _____

8. Distinguish between damaging effects of sex-role stereotyping on males and females. Place an "M" for male and an "F" for female in the correct blanks. (A blank may have more than one correct answer.)

_____a. Lose options for full development of personality

_____b. Lose nurturing and emotional qualities

_____c. Lose freedom to develop full academic potential

_____d. Lose potential to consider wide range of occupations

9. Evaluate changes in your life.

10. Evaluate various types of media.

11. Name ways you were treated in school based on your sex.

12. Examine family responsibilities.

13. Examine alternatives for dealing with young people.

14. Select appropriate language response.

15. Evaluate statements about language and sexism.

16. Evaluate how people learn sex-role stereotypes.

17. Complete employment survey.
18. Evaluate attitudes toward nontraditional careers.
19. Determine characteristics of a healthy adult.
20. Evaluate personal attitudes or actions about sex-fair education.
21. Analyze advantages/disadvantages of being male/female.
22. Evaluate coping strategies for expanded roles and options.
23. Develop a plan to promote sex-fair education in the classroom.

(NOTE: If activities 9-23 have not been completed before the test, ask your instructor when they should be finished.)

CLASSROOM STRATEGIES FOR PROMOTING SEX-FAIR EDUCATION
UNIT I

ANSWERS TO TEST

1. Description should include:
   a. To help participants become aware of discrimination based on sex, particularly in educational settings
   b. To help participants plan strategies to eliminate discrimination, based on sex, in educational settings
2. a. 5 e. 3
   b. 2 f. 6
   c. 4 g. 1
   d. 7
3. b, c, e, f, h
4. a. 1 d. 2
   b. 4 e. 5
   c. 6 f. 3
5. Any three of the following:
   a. Genetic factors
   b. Imitation
   c. Genetic and cultural combinations
   d. Cognitive development
   e. External factors/environmental influences
6. a. 3 h. 3
   b. 1 i. 3
   c. 2 j. 1
   d. 1 k. 2
   e. 2 l. 2
   f. 3 m. 3
   g. 3 n. 2

7. Any four of the following:
   a. Increased number of available jobs
   b. Lower birth rate, fewer children
   c. Increased educational level of women
   d. Increased number of women living alone or with unrelated individuals
   e. Changing social mores about working women
   f. Increased life expectancy of women
   g. Shorter, more flexible working hours
8. a. M, F
   b. M
   c. M, F
   d. F
9. Evaluated to satisfaction of instructor
10. Evaluated to satisfaction of instructor
11. Evaluated to satisfaction of instructor
12. Evaluated to satisfaction of instructor
13. Evaluated to satisfaction of instructor
14. Evaluated to satisfaction of instructor
15. Evaluated to satisfaction of instructor
16. Evaluated to satisfaction of instructor
17. Evaluated to satisfaction of instructor
18. Evaluated to satisfaction of instructor
19. Evaluated to satisfaction of instructor
20. Evaluated to satisfaction of instructor
21. Evaluated to satisfaction of instructor
22. Evaluated to satisfaction of instructor
23. Evaluated to satisfaction of instructor

PROMOTING SEX-FAIR EDUCATION THROUGH INSTRUCTIONAL MATERIALS UNIT II

UNIT OBJECTIVE

After completion of this unit, the participant should be able to promote sex-fair education in the classroom through the use of instructional materials. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. Define *language*.
2. Match terms associated with promoting sex-fair education through instructional materials to the correct definitions.
3. Distinguish between characteristics of the English language which account for different treatment of the sexes.
4. Name areas of instructional materials where sex bias and sex-role stereotyping may occur.
5. Analyze images in words.
6. Discuss generic usage.
7. Evaluate instructional materials for sex bias and sex-role stereotyping.
8. Select ways to supplement instructional materials to promote sex-fair education.
9. Supplement a unit of instruction to promote sex-fair education.
10. Write an expanded and balanced unit of instruction.

PROMOTING SEX-FAIR EDUCATION THROUGH INSTRUCTIONAL MATERIALS UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Determine size of group and nature of participants.

(NOTE: You may have to modify some of the activities for groups over 25 and for high school or junior high students.)

B. Develop sequence of activities to be used for the particular workshop or class.

(NOTE: The activities could be used throughout the school year or as a "block" of activities scheduled for two or three days. The time frame for each activity is listed on the assignment sheet. Suggestions for organizing the activities are also listed on the assignment sheets.)

C. Review the procedure for each activity before beginning preparation.

D. Gather all materials needed for selected assignment sheets.

(NOTE: You will need to duplicate some of the charts in the assignment sheets. Be sure to prepare for this in advance.)

E. Administer pretest by using the test provided at the end of the unit.

(NOTE: It is always a good idea to pretest your participants before beginning the workshop or class. This will give you a good idea of the areas you need to stress. However, don't take too much time with the pretest. Find someone to help you grade the test while you give the participants a short break.)

F. Provide participants with objective sheet and discuss.

G. Provide participants with information and assignment sheets.

(NOTE: You may want to provide participants with only the first assignment sheet, so they will not be reading ahead. You can give them the other assignment sheets as you are ready to teach them.)

H. Discuss information and assignment sheets.

(NOTE: You may not want to discuss the information sheet in detail at this time, but talk about each part before you begin the assignment sheets that pertain to that general area.)

I. Have participants look up the words "man" and "woman" in the dictionary. Use this with Assignment Sheet #2. After they have read the definitions carefully, discuss the following questions:

1. What was your initial reaction to the two definitions? Good, bad, or indifferent? Biased or unbiased? Equal or unequal? Give some of your reactions.

2. Look more closely at the examples used for the definitions. Do you have any problems with these? Can you see biases or do they seem to be stating that men and women are equal?

3. Why do you think *woman* is listed as an adjective but there is not an adjectival form for *man*? Review "markers" discussed in Assignment Sheet #1.

4. What about the use of *man* as an adverb, to describe the "character of a human being: as a person among people"? Why do you think there is not a similar usage for *woman*?

5. Overall, what can you tell about our culture and values concerning "man" and "woman" from the definitions examined here? Remember: these definitions are how we actually *use* the words--or are they?

J. Use the following form to analyze the particular language patterns of the group.*

1. Sketch the chart form on the chalkboard or distribute the form as a handout.

(NOTE: The analysis is best done if the conversation or discussion can be taped.)

	NO. OF SPEAKING TURNS	INTRODUCE NEW TOPIC	INTERRUPT (SAME TOPIC)	INTERRUPT (NEW TOPIC)	AVE. NO. OF WORDS[1] SENTENCE	TOTAL AMT. OF SPEAK-TIME[2]
FEMALE						
MALE						

[1]Can be determined if conversation or discussion is tape recorded, transcribed, and counted.

[2]Can be determined if a stopwatch is used when analyzing the tape.

*Adapted with permission from *Project Awareness: A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education*. Washington, D.C.: U.S. Office of Education, Department of Health, Education, and Welfare, 1976.

2. Announce the results at the end of workshop or at an appropriate time during the workshop; write the results on the chalkboard using the form or distribute the filled-in form as a handout.

   (NOTE: To do this activity, the facilitator or someone else must take the time to analyze the tape.)

3. Ask participants what they notice about male-female conversation patterns in the conversation or discussion. Are the research results confirmed?

   (NOTE: In spite of the social adage that "when women are present in a group, a man can't get a word in edgewise," it appears that the opposite is closer to the truth. Recent researchers [see the additional materials section] have found that in cross-sex conversations, men tend to speak more often and for longer lengths of time. They also tend to use considerably more interruptions of other speakers to gain control of the topic or to introduce a new one. Since men tend to use shorter pauses between utterances or before speaking, women have less opportunity to speak. Before the typical woman can get started, it is likely that a man will have begun. All of these sex-speech characteristics may contribute to unequal participation in voicing concerns and issues in the classroom or at meetings.)

K. Give test or evaluation after completion of activities.

   (NOTE: Remember to compare the pretest and posttest or review the evaluations as soon as possible after the workshop ends. This will help you revise and evaluate your approach to activities which were not received well or showed no improvement.)

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Analyze Images in Words

2. Assignment Sheet #2--Discuss Generic Usage

3. Assignment Sheet #3--Evaluate Instructional Materials for Sex Bias and Sex-Role Stereotyping

4. Assignment Sheet #4--Select Ways to Supplement Instructional Materials to Promote Sex-Fair Education

5. Assignment Sheet #5--Supplement a Unit of Instruction to Promote Sex-Fair Education

6. Assignment Sheet #6--Write an Expanded and Balanced Unit of Instruction

D. Test

E. Answers to test

III. Unit references:

A. Community Service Education Department, New York State College of Human Ecology. *Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators*. Albany, New York: Office of Occupational and Continuing Education, New York State Education Department, 1977.

B. Women on Words and Images. *Guidelines for Sex-Fair Vocational Education Materials*, and *Guidelines for the Creative Use of Biased Materials in a Non-Biased Way*. Washington, D.C.: U. S. Office of Education, 1978. (No. 300760460)

C. Nelson, Frank. *Group Instruction for Cooperative Programs.* Stillwater: Oklahoma State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1978.

D. Feminists Northwest. *Project Awareness: A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education: A Training Program Developed by Feminists Northwest, Seattle, Washington, for the State Education Agencies of Alaska, Montana, California, Nevada, Washington, Idaho, and Oregon.* Washington, D.C.: U. S. Office of Education, Department of Health, Education, and Welfare, 1976. (OEGO-75-00202)

E. Masters, Terry. *Women's Equality in Education.* Washington, D.C.: U. S. Office of Education, Department of Health, Education, and Welfare, 1976. (No. EGO-70-4051)

IV. Additional materials:

A. *Dick and Jane as Victims: Sex Stereotyping in Children's Readers.* Available from Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540.

(NOTE: This is an excellent report on 14 widely used elementary readers. Available for $1.50. Slide and tape presentation is also available at an additional cost.)

B. Resource Center on Sex Roles in Education. *What Can You Do About Biased Textbooks?* Available from the National Foundation for the Improvement of Education, 1156 15th St., NW, Washington, D.C. 20036.

(NOTE: This includes a checklist for actions to eliminate sexism in textbooks.)

C. Weitzman, Lenore, and Rizzo, Dianne. *Biased Textbooks: A Research Perspective* and *Actions You Can Take*. Available from Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1156 15th St., NW, Washington, D.C. 20036.

(NOTE: These are bound together and are available for $1.00.)

D. *If I've Come Such a Long Way, How Come You Still Call Me Baby?* Available from Seattle N.O.W., 2252 NE 65th, Seattle, Washington 98115.

(NOTE: This is a slide show on sexist advertisements in magazines.)

E. Miles, Betty. *Channeling Children: Sex Stereotypes in Prime Time Television.* Available from Feminist Book Mart, 47-17 150 Street, Flushing, New York 11355.

(NOTE: This is research and analysis of sex stereotyping in prime time TV and is available for $2.50.)

F. Fishman, Pamela. *Interaction: The Work Women Do*. Santa Barbara, California: Department of Sociology, University of California, 1975.

G. Zimmerman, Don, and West, Candace. "Sex Roles, Interruptions, and Silences in Conversation," in Barrie Thorne and Nancey Henley, eds., *Language and Sex: Difference and Dominance*. Rowley, MA: Newbury House, 1975.

H. Kidd, Virginia, "A Study of the Images Produced Through the Use of the Male Pronoun as the Generic," *Moments in Contemporary Rhetoric and Communication*. 1:2. Fall, 1971.

(NOTE: This study is recommended reading for teachers and administrators. Kidd discusses her experiment in which 68 subjects were given 18 sentences in which the masculine pronoun was used in the generic sense and were asked to give the sex of the antecedent of the pronoun. From the results the author concludes that, generally, the antecedent is believed to be male, especially in cases where the stereotyped male role coincides with the pronoun.)

I. Guidelines for eliminating sex bias from instructional materials

1. *Guidelines for Nonsexist Use of Language in NCTE Publications.* Available from NCTE, 111 Kenyon Road, Urbana, Illinois 61801.

   (NOTE: Ask for Stock No. 19719. One to fifteen copies are free; more than 15, 6¢ each prepaid.)

2. *Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications*. Available from McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10036.

3. *Guidelines for Creating Positive Sexual and Racial Images in Educational Materials*. Available from Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022.

4. *Guidelines for Improving the Image of Women in Textbooks*. Available from Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

5. *Guidelines for Fair and Balanced Treatment of Minorities and Women*. Available from South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227.

J. Audio-visuals and film guides

1. Artel, Linda, and Wengral, Susan, eds. *Positive Images: A Guide to Non-Sexist Films for Young People*. San Francisco, California: Bootlegger Press, 1975.

   (NOTE: This reviews videotapes, films, and slide shows for ages 5-17.)

2. *Sex Role Stereotyping*. National Education Association Edu-Pac. NEA Publications, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

   (NOTE: This packet contains leaflets, cassette tapes, and filmstrip/record sets. The total packet is $67, but individual items in the packet can be purchased.)

3. *Men's Lives*. Available from New Day Films, Box 315, Franklin, Lakes, New Jersey 07417.

4. *Looking at Tomorrow* and *Other Women, Other Work*. Available from Churchill Films, 622 N. Robertson Blvd., Los Angeles, CA 90069.

5. *When I Grow Up*. Available from Motorola Teleprograms Inc., 4825 N. Scott Street, Suite 26, Schiller Park, Illinois 60176.

6. *Bias: A Four-Letter Word*. Available from Malibu Corporation, Box 428, Malibu, CA 90265.

   (NOTE: Films 3-6 are available on a free-loan basis to Oklahoma teachers *only* from the State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, OK 74074. Out-of-state teachers must order from the addresses listed above.)

PROMOTiNG SEX-FAIR EDUCATION THROUGH INSTRUCTIONAL MATERIALS UNIT II

INFORMATION SHEET

I. Language--Words and the methods of combining them, established through widespread, long-term usage

II. Terms and definitions (Assignment Sheet #1)

A. Word--Unit of language that symbolizes and conveys a meaning

B. Neutral language--Unbiased language; cannot be specifically related to either sex

C. Exclusionary language--Words which exclude one sex

Examples:

Exclusionary Language	Neutral Language
When man invented the wheel . . .	When the wheel was invented . . .
The postman delivered . . .	The mail carrier delivered . . .
The statesman discussed . . .	The speaker discussed . . .

D. Negative language--Words which have a negative effect on one sex

Examples:

Negative "Female" Language	Positive Language
The girls in the office . . .	The women in the office . . .
Jim Weiss allows his wife to work part-time.	Ann Weiss works part-time.
Pioneers moved West, taking their wives and children with them.	Pioneer families moved West.

Negative "Male" Language	Positive Language
His old man said, "No."	His father said, "No."
The boys in the office . . .	The men in the office . . .
Jim helps his wife do the housework.	Jim and Ellen share the housework.

E. Sex bias--One sex is favored over the other, regardless of abilities or talents

F. Female biased textbook--Pictures, language, and general message of a book portray mostly females; often such texts are specifically for females and about females

INFORMATION SHEET

G. Male biased textbook--Book that is basically for males, portraying males in pictures, language, and message

H. Balanced textbook--Textbook which deals with both males and females equally; language is neutral and the message is for both males and females

I. Sex stereotypes--Assumptions that people of different sexes should behave according to rigid patterns

J. Female stereotyped textbook--Textbook referring to females mainly in their connection to others as wives, mothers, daughters, sisters, grandmothers, and aunts, and, if career-oriented, then employed as secretaries, teachers, nurses, waitresses, and clerks

K. Male stereotyped textbook--Textbook viewing males almost exclusively as household heads whose success is measured only in terms of work and as the more aggressive, competitive, independent, logical, and athletic of the two sexes

L. Expanded textbook--Textbook presenting males and females as equals in the home, school, and in the world of work and free to demonstrate a wide range of personality traits, intellectual abilities, and interests

M. Sexism--Discrimination by members of one sex against the other based solely on the assumption that one sex is superior

(NOTE: Sexism can be compared to racism.)

III. Characteristics of the English language which account for different treatment of the sexes (Assignment Sheet #2)

A. Exclusionary patterns

1. Use of the word *man* to denote people of both sexes

Examples: Mankind, primitive man

2. Use of the word *man* in occupations and titles

Examples: Congressman, businessman, salesman

3. Lack of a neutral singular pronoun meaning "one" or "one's"

(NOTE: The lack of a neutral singular pronoun has given rise to the use of "he," "him," and "his" to refer to individuals whose gender is not mentioned.)

4. Use of female words and female qualifiers which exclude males

Examples: Poetess, usherette, aviatrix, chairwoman, hostess

INFORMATION SHEET

B. Negative language

1. Describing females

a. Patronizing, girl-watching tones

b. Sexual innuendos, jokes, or puns focusing on physical characteristics

c. Treating women as weak, helpless, hysterical, or objects of scorn, humor, and unimportance

d. Dependent on males as wives, daughters, mothers, or sisters

e. Failing to recognize a woman's individuality

f. In menial positions

g. Inept in scientific reasoning, physical exertion, sports, and "so-called" male professions

2. Describing males

a. Inept in the home or with children

b. Dependent on females for meals, clothes, and sympathy

c. Calloused or insensitive to the feelings of others

d. Preoccupied with sexual escapades or "empire building"

e. Objects of scorn, humor, and hostility

f. Family's sole breadwinner

g. Expected to succeed

Examples: Competitive sports, do-it-yourself jobs, science, medicine, industry, education, business, trades

IV. Areas of instructional materials where sex bias and sex-role stereotyping may occur (Assignment Sheets #3-#6)

A. Language

Examples: Masculine generic forms; masculine pronouns; gender nouns that denote occupations; inconsistencies; disparaging words; avoiding reference to gender

B. Roles

Examples: Stereotypical occupational roles; inconsistencies in presenting occupational roles, leadership roles, social roles; tokenism

INFORMATION SHEET

C. Personal traits

Examples: Sex-linked, physical attributes

D. Illustrations

Examples: Omissions, subordinate roles, tokenism, physical portrayal

PROMOTING SEX-FAIR EDUCATION
THROUGH INSTRUCTIONAL MATERIALS
UNIT II

ASSIGNMENT SHEET #1--ANALYZE IMAGES IN WORDS

1. INTRODUCTION

Language, the words and phrases we use in everyday living, spans all areas and levels of schooling. Whether you write instructional materials, are responsible for purchasing them, or teach from them, you use language as a common and necessary part of your learning experiences and work. All of us learn attitudes from the language used by the people surrounding us. If a person talks in a derogatory manner about people of a different race, you can expect that that person has certain negative assumptions about people of that race. Language, then, mirrors the interior thoughts of a person, reflecting a particular view of the world.

How many of you feel that the English language is sexist? (A show of hands will do.) How many of you feel the English language is neutral in regard to sex bias? (A show of hands.)

Before we look at the *written* word, then, we need to examine the *spoken* word, since those assumptions are often carried over into what we write.

2. APPROXIMATE TIME--1 hour

3. MATERIALS NEEDED

a. Ten to fifteen envelopes prepared with one word on each envelope

(NOTE: Choose the words from the list provided at the end of the assignment sheet.)

b. Pad of newsprint

c. Large stack of 3 x 5 note cards

(NOTE: You will need to multiply the number in your group by the number of words you select. This will give you one note card per person per envelope.)

d. Dark-colored, wide, felt-tipped marker

e. Masking tape

4. PREPARATION

a. Write neatly or type the words on the envelopes, one word per envelope

ASSIGNMENT SHEET #1

b. Write the following questions for small group discussions on a sheet of newsprint

1) What images came to mind?

2) Were most of the images male, female, or neutral?

3) Why do you think these certain images came to mind?

4) Can you use any of these words in a sentence to assure that the reader/listener will know you are talking about a female? Write two sentences using two of the words on the envelopes.

5. PROCEDURE

a. Distribute note cards to each participant

(NOTE: You will need to give each participant as many note cards as you have envelopes.)

b. Tell participants that as an envelope comes around to them they are to write on the note card another word that comes to mind, place the note card in the envelope, and then pass the envelope to the next person

(NOTE: Ask participants to move this along VERY QUICKLY. Participants should NOT look inside the envelopes at the other cards.)

c. Pass out first envelope

(NOTE: As the first person completes the card, hand that person another envelope. Continue this until all envelopes are distributed.)

d. Pick up envelopes

e. Divide participants into groups by having them "count off"

Examples: 2 groups count 1-2-1-2-1-2-1-2
3 groups count 1-2-3-1-2-3-1-2-3

f. Divide the envelopes evenly among the groups

g. Give each group as many sheets of newsprint as they have envelopes

h. Ask each group to quickly write the word on their envelope at the top of the page of newsprint and then write the words on the cards under it

i. Ask groups to briefly discuss the following questions

(NOTE: You will want to put these questions up before the entire group. Review the questions.)

1) What images came to mind?

ASSIGNMENT SHEET #1

2) Were most of the images male, female, or neutral?

3) Why do you think these certain images came to mind?

4) Can you use any of these words in a sentence to assure that the reader/listener will know that you are talking about a female? Write two sentences using two of the words on the envelopes.

(NOTE: Allow groups 15 minutes to discuss the questions and complete the sentences. Have groups write sentences on another sheet of newsprint.)

j. Post the lists and sentences up around the room

k. Ask for a report of their discussion from each group

(NOTE: You may want to point out that there is nothing inherent in the words "traveler," "citizen," "youth," or "writer" which says they are male. If you look up the meaning of "traveler" in the dictionary, it does not say "*male* who travels" but "*one* who travels." Yet when you saw these words the images were those of males. Groups should center their reports on how they had to "mark" the presence of a female, for example, adding *-ess* to "murderer," female to "traveler," or by using the pronoun "her.")

l. Ask the following questions of the group as a whole

1) Why do you think so-called "neutral" words inspire male images?

2) How does this apply to words such as "youth," "juvenile," and "student," for which there has been slightly more female population than male?

3) When a two-year-old child begins to speak, what images would the child have?

(NOTE: Anticipate that participants may ask why words such as "secretary," "nurse," and "housekeeper" were not on the list. Consider the following when responding to this comment. It is true that the words "secreary," "nurse," and "housekeeper" evoke female images. However, there are only a few words that do, compared to the many words that evoke male images. Notice that these words are all *occupations* in which women constitute an overwhelming majority. On the other hand, the list read earlier contains mostly words from categories which include women and men in relatively equal numbers. [In fact, females constitute a majority of the youth, juvenile, and citizen population.] Yet the images we associate with these words are almost exclusively male. Words like "boxer," "mechanic," "pilot," and "welder" are more comparable with those listed above, than those read in the list at the beginning of this activity.)

ASSIGNMENT SHEET #1

6. CLOSING REMARKS

On one hand, our experience suggests male association with the words on the list. On the other hand, since we grow up hearing and using "maleness" in connection with these words, the very structure of the language confirms our male images.

However, regardless of why we have mostly male images, we have them. The point is that our language does not inspire mental images which generally include females. That is what is meant by the idea that language reflects our mental assumptions and biases. This idea of biased language is a hard one to understand, especially the generic use of "man." The point here has been to look at the images these seemingly neutral words unconsciously bring to mind. It's something to think about as we begin to examine ways to promote sex-fair education through instructional materials.

Adapted from *Project Awareness: A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education*. Washington, D.C.: U. S. Office of Education, Department of Health, Education, and Welfare, 1976.

ASSIGNMENT SHEET #1

SUGGESTED LIST OF WORDS

1. Youth
2. Sergeant
3. Lover
4. Thief
5. Traveler
6. Principal
7. Juvenile
8. Murderer
9. Officer
10. Writer
11. Comrade
12. Student
13. President
14. Worker
15. Scoundrel
16. Boss
17. Citizen
18. Slave
19. Manufacturer
20. Child

PROMOTING SEX-FAIR EDUCATION
THROUGH INSTRUCTIONAL MATERIALS
UNIT II

ASSIGNMENT SHEET #2--DISCUSS GENERIC USAGE

1. INTRODUCTION

Our language is a complex system of words and images. Lately, it has come under close scrutiny as a result of the women's movement and women moving into the world of work. Some people violently object to the use of such words as "chairman," "mailman," and "man on the street." Others think it's ridiculous to worry about such words. They're part of our language and include all people, not just men. That is what's meant by "generic usage," applying to all people. Let's look for a minute at this use of "man" words and see just what happens. All the sentences that you will be looking at come from textbooks or are currently used in our language.

2. APPROXIMATE TIME--30 minutes

3. MATERIALS NEEDED

   a. Completed sheets of newsprint

      (NOTE: See PREPARATION below.)

   b. Dark-colored, wide, felt-tipped marker

4. PREPARATION

   a. Put sentences #1 and #2 together on a sheet of newsprint

      1) Sentence #1--The man of tomorrow will benefit from a truly pluralistic society.

      2) Sentence #2--Man is a thinking species and, consequently, can plan to adapt.

   b. Put sentences #3 and #4 on the next sheet of newsprint

      (NOTE: Do not tear off the sheets from the pad as you will want to be able to flip through them later.)

      1) Sentence #3--A man can no longer expect his father to give him land for farming.

      2) Sentence #4--A man's home is his castle.

   c. Put sentences #5 and #6 on the third sheet of newsprint

      1) Sentence #5--All men are created equal.

      2) Sentence #6--The Black man in America has a history seldom recognized or taught.

ASSIGNMENT SHEET #2

d. Put sentences #7 and #8 on the fourth sheet of newsprint; cover the second parts of the sentences with flaps of paper as shown below

1) Sentence #7--As man moved Westward, [he left behind loved ones: wives children, and parents.]

2) Sentence #8--To survive, man needs food, water, shelter, [and female companionship.]

e. Put sentences #9 and #10 on the fifth sheet of newsprint

1) Sentence #9--The average American does not himself manufacture most of the things that his wife and children need.

2) Sentence #10--For the festivities, the Indians dressed in boldly feathered costumes and accented their faces with designs from colorful dyes. Women, too, painted their faces.

f. Put sentences #11, #13, and #15 on the sixth sheet

1) Sentence #11--The pioneers moved Westward.

2) Sentence #13--Pioneer women often found their isolation intolerable.

3) Sentence #15--Pioneer men often found the trails impassable.

g. Put sentences #12, #14, and #16 on the seventh sheet

1) Sentence #12--Workers began to join unions.

2) Sentence #14--Workers and their wives suffered innumerable hardships.

3) Sentence #16--Workers and their wives or husbands organized around higher wages.

h. Put sentences #17, #18, and #19 on the eighth sheet with a flap covering sentence #19

1) Sentence #17--It has been falsely said that the Greeks mistreated their wives.

2) Sentence #18--It has been falsely said that the Greeks were mistreated by their husbands.

3) Sentence #19--[It has been falsely said that Greek husbands mistreated Greek wives. OR It has been falsely said that in Greek society, husbands mistreated wives.]

ASSIGNMENT SHEET #2

i. Put sentences #20 and #21 on the ninth sheet of newsprint

1) Sentence #20--Every elementary school teacher should confer weekly with her principal.

2) Sentence #21--A good nurse has one outstanding quality; she must be skilled in human relations.

5. PROCEDURE

a. Begin with brief definition or explanation of "generic" or "generic usage"

b. Begin with sentences #1 and #2

c. Ask participants how the word "man" is being used

(NOTE: Participants will probably agree that "man" is being used generically, to include both women and men.)

d. Turn to sentences #3 and #4 (sheet two)

e. Ask again what the word "man" means in these sentences, that is, is "man" being used generically or does it refer to the specific gender male

(NOTE: Participants will probably agree that here "man" means "male.")

f. Summarize that there are, therefore, *two* meanings for the word *man*-- a generic or generalized meaning and a gender-specific meaning

g. Turn to sentences #5 and #6 (sheet three)

h. Ask what the meaning of "man" is in these last sentences

(NOTE: Point out in connection with sentence #5 that when the Declaration of Independence was signed, the word *man* was not used generically but meant specifically "white, property-holding males." Thus, you can see that the meanings of "man" are interchangeable, depending upon the purposes of the user. For sentence #6, an historian schooled in history which focuses only on males might use the sentence in reference only to Black males. However, a listener who was studying the lives of famous Black women might interpret "the Black man" to mean both women and men. Point out that it is here that confusion from having one word with two meanings begins to surface.)

i. Turn to sentences #7 and #8 (sheet four) as examples of further confusion caused by generic usage

j. Ask participants how "man" is being used in these sentences

(NOTE: Participants will probably agree that the usage is generic.)

k. Lift flaps and ask participants what they notice

(NOTE: Participants will probably see the mid-sentence switch from generic meaning to the male-specific meaning.)

ASSIGNMENT SHEET #2

l. Turn to sentences #9 and #10 (sheet five) and ask participants what each of these statements say about women in our society

(NOTE: Point out that this delayed qualification of a supposedly generic term as "male" also frequently occurs in generic nationalities and ethnic groups. Points made in discussion will probably include that women are insignificant, invisible, not the "average American," not "Indians," and not a member of the human species--known as *man.*)

m. Preface the next six sentences (sheets six and seven) with the following statement: "We are now going to deal with generic terms which do not make it clear whether the underlined terms refer to both men and women or to men exclusively."

n. Ask participants, "If a textbook says, 'The *pioneers* moved Westward' how might we interpret the word *pioneers*? If that same textbook later refers to *pioneer women*, as in sentence #13, but seldom or never refers to *pioneer men*, as in sentence #15, what does that then tell us about our original assumption of the word *pioneers*?"

o. Turn to sentences #12, #14, and #16 (sheet seven)

p. Ask the participants to look at sentence #12. How do they interpret the word *workers*? If later in the same text they came across sentence #14 but seldom or never saw a sentence like sentence #16, what does that tell them about their interpretation of the word *workers* in the original sentence?

q. Turn to sentences #17, #18, and #19

r. Read sentence #17 aloud, asking participants the following questions

1) What does the sentence imply about the nationality of the wives?

2) What kind of bias is present in the sentence?

s. Read sentence #18 aloud; ask participants what kind of bias is present in this sentence

t. Ask participants to develop a more equal version of the same sentence

u. After participants have suggested a number of equal alternatives, uncover sentence #19 and read it aloud

(NOTE: As a final point, recall that people often justify generic usage by saying that children are taught that the generic means both males and females, that man/he/him/his are the forms to use when the sex is unknown, uncertain, or includes both.)

v. Turn to sentences #20 and #21 (sheet nine)

w. Ask participants why, if we are taught these "rules" about the generic, we regularly use the generic "she" in our society when talking about elementary school teachers, consumers, nurses, and secretaries

ASSIGNMENT SHEET #2

6. CLOSING REMARKS

Think about what I'm about to say. Don't comment on it. Just think about it and continue to think about it as you read tonight's paper, listen to the news tonight on television, or talk to each other about what went on today.

When a young person is told "Men by the thousands rebelled against tyranny" or "The average citizen of the U.S. is proud of his country" or "The chairman called the meeting to order," it is likely a mental image will not be formed which includes females. Even an adult is hard-pressed to picture a group of amicable females when reading about "men of science," a "middleman," or the "man on the street."

Adapted from *Project Awareness: A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education*. Washington, D.C.: U.S. Office of Education, Department of Health, Education, and Welfare, 1976.

PROMOTING SEX-FAIR EDUCATION
THROUGH INSTRUCTIONAL MATERIALS
UNIT II

ASSIGNMENT SHEET #3--EVALUATE INSTRUCTIONAL MATERIALS FOR SEX BIAS AND SEX-ROLE STEREOTYPING

1. INTRODUCTION

As you go back to your classrooms or homes, we hope you will begin to examine what you do and how you do it. We hope, too, that you will begin to look closely at the books you read to your children and/or students and begin to expand the options for both boys and girls using sex-fair instructional materials or by supplementing and discussing those materials which are sex biased. We can't hope that you are experts in this field yet. So, we would like to give you some practice in evaluating instructional materials for evidence of sex bias and sex-role stereotyping. Later, we will be giving you ideas on how to supplement these materials to make them more sex fair.

2. APPROXIMATE TIME--45 minutes to 1 hour

3. MATERIALS NEEDED

   a. Enough copies of the "Checklist for Evaluating Textbooks" for half of the participants

   b. Enough copies of the "Rating Scale for A-V Materials" for half of the participants

   c. Textbooks, one for every two participants in the "Textbook Groups"

      (NOTE: The "Textbook Groups" will be working in pairs.)

   d. Films, audio-visual materials, 16 mm projectors, and/or slide projectors, one for every four participants in the "A-V Groups"

      (NOTE: The "A-V Groups" will be working in teams of four.)

   e. Pencils

   f. Summary sheets in order for the groups to write down their findings

4. PREPARATION

   a. Gather and/or duplicate all needed materials

   b. Make sure that all projectors are in working order

   c. Set up areas of study around the room

      (NOTE: You will want to have the films or slide/tapes ready to go, so participants won't waste time setting up the equipment. Also, make sure the A-V areas are far enough apart so as not to bother other groups.)

ASSIGNMENT SHEET #3

5. PROCEDURE

a. Divide the participants into two groups

b. Hand out the "Checklist for Evaluating Textbooks" to group one

c. Ask those in group one (the "Textbook Groups") to work in teams of two

d. Hand out the "Rating Scale for A-V Materials" to the second group

e. Ask those in group two (the "A-V Groups") to work in groups of four since they will need to divide their attention to the various parts of the films or slide/tape presentations

f. Explain that they will be asked to examine either textbooks or audio-visual materials for sex bias and sex-role stereotyping

(NOTE: They will also be asked to report their findings to the whole group so they will need to choose someone to give the report.)

g. Explain that the people in the "Textbook Groups" will have 30 minutes to examine their books and complete the evaluation form

h. Explain that the people in the "A-V Groups" will have 30 minutes to watch either all or part of their films and complete the evaluation form

i. Call the groups back together after about 30 minutes

j. Ask each group to summarize their findings

(NOTE: It might be helpful to post the following questions if they need further help in preparing their summaries. Each group report should take about 2-3 minutes.)

1) Were there more boys than girls?

2) Were they doing different things?

3) Are men doing more things than women?

4) What do the illustrations/films tell you it means to be female or male?

5) What kinds of things do girls do that weren't in the book/film?

6) What kinds of things do boys do that weren't in the book/film?

7) What kinds of things do women do that weren't in the book/film?

8) What kinds of things do men do that weren't in the book/film?

ASSIGNMENT SHEET #3

6. CLOSING REMARKS

It will become almost second nature to you, after awhile, to pick out the biases and stereotypes in the textbooks you use in your classrooms or have at home. The next step is what to do about these problems after you have found them. How do you provide a truer picture of the world of work to students who will soon be entering the job market? How do you let your sons or daughters know that many women as well as men are becoming doctors, welders, and carpenters? How do you erase all the untrue pictures that the books and films have portrayed? It's almost an impossible task, but there are techniques which can help you begin to provide a more sex-fair picture for your students and children.

ASSIGNMENT SHEET #3

CHECKLIST FOR EVALUATING TEXTBOOKS

	YES	NO
1. Language		
a. Are masculine generic forms used, such as mankind, manpower, manmade?	____	____
b. Are masculine pronouns used?	____	____
c. Are gender nouns that denote occupations included in the text, i.e., firemen, policemen, foreman?	____	____
d. Are there inconsistencies in the text?	____	____
Examples: A textbook may begin with the statement, "Both men and women can be electricians," and then continue to refer to "the electrician . . . he."		
Use of he/she with masculine occupational nouns, such as salesman		
e. Are there disparaging words in the text, such as "girls in the office," "cute secretary," "boys in the field?"	____	____
f. Is there is a continued avoidance of reference to gender, as in "The electrician will . . ." or "The plumber does . . .?"	____	____
(NOTE: While this avoids stereotypical language, it is ineffective in increasing the career options presented for males and females and leaves us with the old mental images.)		
2. Roles		
a. Are stereotypical occupational roles included in the textbook?	____	____
Example: Are only males addressed when the materials discuss plumbers or welders?		
b. Are there inconsistencies in presenting occupational roles?	____	____
Examples: Are both male and female assembly line workers shown and only male plant supervisors?		
Are male secretaries shown but not female executives?		

ASSIGNMENT SHEET #3

	YES	NO
c. Are leadership roles stereotyped?	____	____
Example: Are police captains, shop supervisors, and office managers always male?		
d. Does tokenism appear in the textbook?	____	____
Example: Does a text on the building trades present just a few occupational roles for women?		
e. Are social roles stereotyped?	____	____
Examples: Are vocational choices tied to social roles?		
Are only two-parent nuclear families shown, with father as wage earner and mother as homemaker?		
Are only women told to choose occupations that will allow them time off and flexible schedules to accommodate raising a family?		

3. **Personal traits**

a. Are personal traits sex-linked?	____	____
Example: Are women shown as being more vain and emotional, and less assertive and competent than men?		
b. Are physical attributes biased?	____	____
Example: Is unnecessary reference made to physical attributes, such as the "good looking" vice-president?		

4. **Illustrations**

a. Are omissions made in the illustrations?	____	____
Example: The text may state that nursing is an occupation both men and women should consider as a career, but it will show only women in the graphics		

ASSIGNMENT SHEET #3

		YES	NO
b.	Are women portrayed in subordinate roles?	____	____
	Example: Are executives always male and secretaries always female?		
c.	Is tokenism apparent in the graphics?	____	____
	Example: One male telephone operator in a whole line of female operators		
d.	Is physical portrayal stereotyped?	____	____
	Example: Are females illustrated as curvaceous, beauty queen types, and males as tall, handsome, and perfectly proportioned, instead of an array of sizes, shapes, and physical attributes that depict the population realistically?		

Adapted from *Guidelines for the Creative Use of Biased Materials in a Non-Biased Way*. Washington, D.C.: U. S. Office of Education, 1978. Developed by Women on Words and Images.

ASSIGNMENT SHEET #3

RATING SCALE FOR A-V MATERIALS

Part A: Sex Bias

To evaluate sex bias, check each item for Male or Female. If it applies to both, check both columns; if not observed, leave blank.

	MALE	FEMALE
1. Does TITLE have male or female connotation?		
2. Is NARRATION by male or female voices or both?		
3. Does AUDIO (MESSAGE) reflect male or female bias? Male bias means mainly reference to males or famous men, negative remarks about women and women's movement; female bias means mainly reference to females or women's movement or negative remarks about traditional life styles; if neither predominates, check both		
4. Do VISUALS portray males more often than females? Or females more often than males? If equal, check both		
5. Are MAIN CHARACTERS male or female? If equal, check both		
6. Are SUPPORTING CHARACTERS male or female? If equal, check both		
7. In HOME SETTINGS, are adults seen as predominately male or female? If equal, check both		
8. In OCCUPATIONAL SETTINGS, are adults seen as predominately male or female? If equal, check both		
9. In COMMUNITY SETTINGS, are adults seen as predominately male or female? If equal, check both		
10. In SCHOOL SETTINGS, are students seen as predominately male or female? If equal, check both		
11. In RECREATIONAL SETTINGS, are participants seen as predominately male or female? If equal, check both		
12. Are characters cast in INDEPENDENT ROLES (making decisions, acting autonomously) predominately male or female? If equal, check both		
13. Are characters cast in NURTURING ROLES (giving care and being sensitive to others) predominately male or female? If equal, check both		

ASSIGNMENT SHEET #3

	MALE	FEMALE
14. Are characters cast in AGGRESSIVE ROLES (being dominating, competitive, or leading) predominately male or female? If equal, check both	_____	_____
15. Are characters cast in SUBORDINATE ROLES (being passive or acting under another's influence) predominately male or female? If equal, check both	_____	_____

EVALUATION RESULTS. For a percentage score, total the checks for each column, add the "male" and "female" totals for a grand total, and then compute percentages for "male" and "female."

Interpret percentages as follows:

If % males equals 50%, the film is balanced.
If % males is greater than 50%, the film is male biased.
If % females is greater than 50%, the film is female biased.

Part B: Sex Stereotyping

To evaluate sex stereotypes, check each item Yes or No; if not observed, leave blank.

	YES	NO
1. Does TITLE have stereotyped connotation?	____	____
2. Is NARRATION predominately by male voices?	____	____
3. Does AUDIO (MESSAGE) contain frequent reference to males and negative remarks about the women's movement or frequent quotations, sayings, or songs which are male-oriented?	____	____
4. Do VISUALS portray males as good-looking and muscular, and females as pretty, slim and sexy? Are males dressed in dark formal attire and females in pastel dresses or skirts?	____	____
5. Are MAIN CHARACTERS cast predominately in stereotyped roles?	____	____
6. Are SUPPORTING CHARACTERS cast predominately in stereotyped roles?	____	____
7. In HOME SETTINGS, are males seen predominately as breadwinners and females as homemakers and child providers?	____	____
8. In OCCUPATIONAL SETTINGS, are males seen predominately as leaders and females as followers?	____	____

ASSIGNMENT SHEET #3

	YES	NO
9. In COMMUNITY SETTINGS, are males seen predominately as leaders or politicians, and females as followers and volunteers?	____	____
10. In SCHOOL SETTINGS, are boys engaged in math, science, sports, student government, career preparation, and girls in languages, homeeconomics, the arts? Are girls preoccupied with looks, boys, marriage and popularity?	____	____
11. In RECREATIONAL SETTINGS, are males competitive and females non-competitive?	____	____
12. Are characters cast in INDEPENDENT ROLES predominately males?	____	____
13. Are characters cast in NURTURING ROLES predominately females?	____	____
14. Are characters cast in AGGRESSIVE ROLES predominately males?	____	____
15. Are characters cast in SUBORDINATE ROLES predominately females?	____	____

EVALUATION RESULTS. For a percentage score, total the checks for each column, add the "yes" and "no" totals for a grand total, and then compute percentages for "yes" and "no."

Interpret percentages as follows:

If % yes equals 50%, the roles in the media are mixed.
If % yes is greater than 50%, the roles are stereotyped.
If % no is greater than 50%, the roles are expanded.

Adapted with permission of Charlotte J. Farris, from *Expanding Adolescent Role Expectations*, revised 1978.

PROMOTING SEX-FAIR EDUCATION
THROUGH INSTRUCTIONAL MATERIALS
UNIT II

ASSIGNMENT SHEET #4--SELECT WAYS TO SUPPLEMENT INSTRUCTIONAL MATERIALS TO PROMOTE SEX-FAIR EDUCATION

1. INTRODUCTION

   In this activity we are going to use a strategy called "brainwriting." The object will be to come up with as many ways as possible for solving the problems that will be given to you.

2. APPROXIMATE TIME--1 hour

3. MATERIALS NEEDED

   a. Note cards, twice the number of participants in your group

   b. One problem sheet for each group of four

      (NOTE: A sample "problem sheet" and sample problems are provided at the end of the assignment sheet.)

   c. Enough copies of "Ways to Supplement Instructional Materials" for each participant

   d. Pencils

   e. Pad of newsprint

   f. Masking tape

4. PREPARATION--Prepare one problem sheet for every four participants

5. PROCEDURE

   a. Pass out two note cards to each participant

   b. Divide participants into groups of four

   c. Give one problem sheet to each group of four participants

   d. Ask participants to "secretly" write down two ways to solve the problem, one on each card

      (NOTE: Give participants about three minutes to complete this.)

   e. Have participants write down their ideas on the problem sheet

      (NOTE: As participants finish their cards, you might suggest that someone be recording the ideas on the problem sheet. This way not as much time will be lost recording.)

ASSIGNMENT SHEET #4

f. Ask the groups to discuss the ideas and put them in priorities according to which ideas they think will work the best

g. Hand out one sheet of newsprint to each group. Ask groups to write a brief summary of their problem on the top of the newsprint and then to write their top five ideas on how to solve the problem

h. Have groups share the results

(NOTE: After you have finished discussing why each idea would/would NOT work, hand out copies of "Ways to Supplement Instructional Materials.")

6. CLOSING REMARKS

We hope this activity has helped you think of new and different ways to supplement the instructional materials in your classroom. The handout we have prepared will also help you promote sex-fair education in other areas, such as the arrangement of your classroom, your teaching techniques, and your perhaps preconceived ideas about the boys and girls in your classrooms. You all came up with some very workable solutions to the problems. We commend you for being such dedicated teachers/parents.

ASSIGNMENT SHEET #4

PROBLEM: _____

SOLUTIONS:

1. _____

2. _____

3. _____

4. _____

5. _____

ASSIGNMENT SHEET #4

SUGGESTED TOPICS FOR "PROBLEM SHEETS"

1. While looking through a new family living textbook, you notice a section on marriage. The text stresses the nuclear family as "the norm" and/or refers to other types of families as "unfortunate." What could you do to correct this and bring out other options to the students?

2. You find that in the career orientation section of your new auto mechanics text there are only men illustrated working on automobiles and "he" is used throughout the text. What would you do to give women the same career options?

3. You are a high school vocational agriculture teacher. Although your school district has issued public statements supporting the elimination of sex discrimination, you discover that no provision has been made for screening textbooks for sex bias before books are ordered. You are aware that screening of materials is not required by Title IX, but you think that screening should be done, so you decide to speak to the curriculum supervisor. What would you say?

4. You have never had any women in your welding class before, but now you have three. You examine your course outline and decide that none of the activities needs changing but that the textbook itself is written for and about men. How could you make the women feel like the class was meant for them, too?

5. You are teaching a unit on job application and interviewing for adults. How could you prepare your students, both male and female, for answering the biased questions that interviewers may ask?

   Examples: Are you or are you planning to get married? Who will take care of the children when you come to work? Does your wife/husband work and, if so, will you have to leave work to care for sick children or to take them places?

6. You find that all the illustrations in your chapter on grooming are of "attractive" or "good looking" people. How can you give your students a more realistic picture of physical attributes and how to deal with them in a positive way?

7. You are teaching a cosmetology class and find that all the illustrations are of women. How can you convey to the men in your classroom that this is a worthwhile occupation for them, also?

8. You are previewing some films for use in your business and office class. You find that the film is for and about women. These are the only films available to you and you do not have the time or money to order more sex-fair films. How will you make this film relevant to the men in your classroom?

9. You have just received your copy of the new nursing curriculum and find that all the nurses are "she" and all the patients are "he." What will you do to correct this situation for the students in your classroom?

10. You have tried to make your classroom, teaching methods, and instructional materials as sex-fair as possible, but some of your students don't seem to understand that people in the "real world" might object to nontraditional career choices and lifestyles. How can you work on this problem?

ASSIGNMENT SHEET #4

WAYS TO SUPPLEMENT INSTRUCTIONAL MATERIALS

1. Invite people employed in nontraditional occupations to speak to students

2. Use audio-visual and other supplementary materials that are nonbiased

   (NOTE: A list of resources for obtaining nonbiased materials is included in the additional materials section of the suggested activities.)

3. Avoid new purchases of biased materials

   (NOTE: Some publishing companies have attempted to eliminate sex biases from materials, and some materials are more bias-free than others.)

4. Be aware of the myths and realities that surround the issue and point these out to students

5. Present students with an actual picture of the work world and prepare them realistically for the changes that are occurring

   a. Discuss sex biases that exist in our culture, including their sources and how they are perpetuated

   b. Use case studies dealing with the problem

   c. Use role playing to get students involved at a personal level

   d. Use curriculum intended to eliminate sex biases

6. Have students develop a plan of their ideal career choice, based on the occupational requirements and their aptitudes

   (NOTE: Have them include obstacles and difficulties they would have to overcome. Have them indicate in their plan how they would surpass the obstacles. Use this as an opportunity to support nontraditional vocational options.)

7. Keep a file of newspaper clippings or magazine articles on people in nontraditional occupations

8. Alter the physical arrangement of the room so as not to suggest sex stereotyping

9. Develop a list of resources to assist in preparing curriculum which avoids sex stereotyping

   (NOTE: A partial list is included in the additional materials section of the suggested activities.)

10. Request and use funds available for instructional materials to build supplementary resource materials collections for the classroom/school/district

ASSIGNMENT SHEET #4

11. Prepare bulletin boards or displays of nontraditional occupations in relation to the area you are covering

12. Devote one or more classes to analyzing textbooks

    (NOTE: The questionnaire provided in Assignment Sheet #3 may be helpful in this area.)

13. Have students study the difference between negative, demeaning, and neutral language and find examples from their text or in audio-visual materials

14. Have students count pictures of males and females in their textbooks and look for pictures of males and females in stereotyped and expanded roles

15. Ask students to bring in pictures of males and females in expanded roles which might be used to replace illustrations in the texts; display pictures on a special bulletin board

16. Have students compare bias and stereotyping in different textbooks; ask them to rate the books according to the most and least stereotyped

17. Have students analyze trade journals and other materials ordinarily used in class; ask them to edit materials which are heavily biased and stereotyped, eliminating such language

18. Encourage students to write to textbook and other publishers, explaining how they have analyzed their materials and what they have found

    (NOTE: The two above activities might be done in conjunction with an English class.)

19. Have students interview adults to see why they chose the jobs they have; find out how many choices are based on sex-role convention

20. Ask students to catalog jobs by "female" and "male;" see whether each job could be done as well by a man or a woman

21. Ask students to catalog household tasks by "female" and "male;" see whether each chore could be done as well by a man or a woman

22. Have students search out people in real life who depart from traditional sex roles

    (NOTE: The following questions could be asked in relation to this activity: 1) What advantages do these people have? 2) What problems do they face? 3) What do they think of themselves? 4) What do other people think of them?)

23. Have students do research to find out about sex roles in other countries and other cultures today and in the past

ASSIGNMENT SHEET #4

24. Hold a contest for the "most sexist ad of the year;" have every student bring in a prize-winning entry to the class

25. Supplement the discussion questions and assignments typically included in textbooks and teachers' manuals with questions that counteract sex bias

    Examples: How would the story have differed if the main character had been male/female?

    How would the story or situation have differed if the family structure had been different (no father or no mother)?

26. Show films twice; the second time through turn off the sound so students can discuss how people are portrayed

27. Collect data on your class; compare the results with the typical family portrayed or pictured in traditional textbooks, media ads, or TV programs

    (NOTE: Some questions you may want to ask are the following: 1) How many mothers work outside the home and what kinds of jobs do they do? 2) Who does what household chores? 3) How many single-parent families are there?)

28. Start a collection of myths and sayings about women or men; discuss their evolution and validity

29. Ask students to write or discuss what their future job plans are; contrast the expectations of boys and girls

    (NOTE: You may want to ask them to write a diary-like description of a typical workday in their lives when they are 30 years old. Students should imagine what they will be doing, seeing, and using. What will they do during the day? Will they have jobs, families, and homes?)

30. Have students list as many job titles as they can think of; develop nonsexist titles

    Example: How many titles have the implied sex of the job holder, such as repairman?

31. Arrange for the school counselor to visit your class and discuss job opportunities for women and men

32. Work with adult groups to develop programs and materials on ending sex discrimination, e.g., a panel on men and women in nontraditional jobs in your community

33. Take students on a "sex stereotyping trip;" stage a mock job interview, a men-only restaurant, an application for credit at a department store, preparations for a party and cleaning up afterward

ASSIGNMENT SHEET #4

34. Have students interview men in relation to their jobs and families

    (NOTE: The following questions could be used as "starters:" 1) Have you ever taken a job you didn't like because you had to earn money for your family? 2) Do you feel you must work overtime and, therefore, don't have much time to spend with your children? 3) Would you be happier if your wife earned/did not earn some of the family income? 4) Would you rather switch to a lower-paying, more creative job but feel you cannot because of your breadwinning role? 5) Would you like to question or try something different or risky on your job but are afraid to lose the job and leave your family without an income?)

35. Select library books which are unbiased and supplement sex-biased textbooks

    Example: Biographies and history books which include the contributions of women

36. Work with the librarian and media specialist to order nonsexist textbooks, library books, and media

37. Develop a classroom collection of nonsexist reading materials for students; identify books that students may be encouraged to seek out in their personal reading

38. Call on district or state curriculum development specialists to provide guidelines, materials, training, and other resources related to nonsexist books and materials

39. Develop a list of local resource persons, materials, and other resources for use in the classroom

PROMOTING SEX-FAIR EDUCATION
THROUGH INSTRUCTIONAL MATERIALS
UNIT II

ASSIGNMENT SHEET #5--SUPPLEMENT A UNIT OF INSTRUCTION
TO PROMOTE SEX-FAIR EDUCATION

1. INTRODUCTION

   Thinking of ideas, with the help of others, on how to deal with "imaginary" problems is often easier than when you go home and try to put the ideas to use in your own classroom. Sometimes, the unit of instruction or the textbook may, itself, be relatively free of biases and stereotypes, but your language and/or teaching techniques may not be. These are the subtle things that influence your students--the number of times you call on boys or girls, the way you expect the students to respond, the activities you ask your students to perform, whether or not you expect failure from the girls or boys during different activities. All these aspects need to be considered when you are teaching. For this activity we asked you to bring with you a unit of instruction or lesson that you normally teach during the school year. If you forgot your unit, we have several textbooks from different areas. You will have to improvise. Remember to think not only about what you are teaching but how you are teaching it.

2. APPROXIMATE TIME--1-2 hours

3. MATERIALS NEEDED

   a. "Summary Sheets," enough for each participant

      (NOTE: A sample "Summary Sheet" is provided at the end of the assignment sheet.)

   b. Textbooks from all disciplines that will be represented at the workshop, in case participants forget to bring books with them

4. PREPARATION

   a. About two weeks before the workshop, write participants and tell them they will need to bring a unit of instruction that they normally teach during the school year

   b. Duplicate enough "Summary Sheets" for each participant

5. PROCEDURE

   a. Tell participants that they will have about 30 minutes to complete the first part of this activity; after that they will have to present an overview of their unit of instruction or lesson to the entire group

      (NOTE: You may want participants to work in groups of twos. This may speed up the process and generate more ideas.)

   b. Instruct participants that they should write the information on the "Summary Sheet" provided.

      (NOTE: Remind participants that you are not only interested in the "what" but also the "how.")

ASSIGNMENT SHEET #5

c. Call participants back together after about 30 minutes

d. Ask participants to share only two areas of their unit or lesson, perhaps the areas which cause them the most difficulty

e. Ask for comments from the group at the end of the presentations

6. CLOSING REMARKS

We hope that you will be able to take some of the ideas presented here today back to the classroom and use them. It might feel awkward at first. Talking about these new ideas or implementing them in your classroom may be hard the first time you try. But, remember, in the long run your students will benefit from your efforts and so will you. Keep trying and experimenting. It will pay off in the end.

ASSIGNMENT SHEET #5

SUMMARY SHEET

WHAT I TEACH	HOW I TEACH IT	WAYS TO PROMOTE SEX-FAIR EDUCATION

PROMOTING SEX-FAIR EDUCATION THROUGH INSTRUCTIONAL MATERIALS UNIT II

ASSIGNMENT SHEET #6--WRITE AN EXPANDED AND BALANCED UNIT OF INSTRUCTION

1. INTRODUCTION

   Oftentimes, teachers are required to write materials for their own use because there are no materials available in the particular area. Being able to "pick up" on the mistakes of other writers in regard to bias and stereotyping is often easier than having to write an original unit free from these problems. In other words, it is easier to find others' mistakes than to actually deal with your own preconceived ideas and feelings. At this time, you will be asked to write a unit of instruction that not only deals effectively with the technical content but also is expanded and balanced to include both sexes and minorities in positive, active roles.

2. APPROXIMATE TIME--3-4 hours

3. MATERIALS NEEDED

   a. Writing paper

   b. Pencils

   c. Access to reference books (library)

   d. Pad of newsprint

   e. Dark-colored, wide, felt-tipped marker

   f. Masking tape

4. PREPARATION

   a. Conduct activity where participants will have access to reference books if needed

   b. Invite guest speaker to talk briefly about writing units of instruction, if available

   c. Write the following steps on large sheets of newsprint and post around the room

      1) Write the objectives for the unit of instruction

      2) Briefly outline the content of the unit

      3) Write a suggested activities page

         (NOTE: This page consists of suggestions to the teacher for supplementing the unit and for further study. You may want to refer to Assignment Sheet #4 to refresh your memory on ways to supplement a unit of instruction.)

ASSIGNMENT SHEET #6

4) Write one assignment sheet and/or job sheet dealing with the unit itself

5) Write one assignment sheet dealing specifically with expanded roles and options in relation to the content of your unit

6) Reread your unit of instruction using the checklist provided with this assignment sheet

5. PROCEDURE

a. Ask participants to think of an area of instruction in their classroom where they will need to write a unit of instruction to supplement their textbooks

b. Have participants refer to the steps for writing a unit of instruction that you have posted around the room

(NOTE: You may want to provide examples of the components.)

c. Allow participants approximately one to two hours to complete the assignment

(NOTE: People of similar disciplines may want to work together. In fact, you may want to divide participants into groups of two or three to help generate ideas and to make the assignment move faster.)

d. Ask participants to report back to the entire group once their "units" are completed

ASSIGNMENT SHEET #6

CHECKSHEET FOR WRITING EXPANDED AND BALANCED UNITS OF INSTRUCTION

GENERAL GUIDELINES	YES	NO
1. Does your unit, in both its textual content and illustrations, evidence on the part of the writers, artists, and editors a sensitivity to prejudice, to stereotype, and to the use of material which would be offensive to women or to any minority group?	____	____
2. Have you consulted the updated *Dictionary of Occupational Titles* for the new, nonstereotyped job titles?	____	____
3. Have you checked the proportion of females and males in your vocational area?	____	____
Minorities?	____	____
Disadvantaged?	____	____
4. Do your units reflect the fact that many American women with children work outside the home?	____	____
5. Have you shown girls as having and exercising the same options as boys in their play and career choices?	____	____
Example: Encouraging girls to show an interest in mathematics and mechanical skills, while not making boys ashamed of an aptitude for cooking, sewing, or child care		
6. When you know that the book/unit of instruction will be used primarily by women for the life of the edition (say, the next five years), have you pointed out a broader set of options and encouraged them to aspire to a more active, assertive, and policy-making role?	____	____
(NOTE: In cases like this it is pointless to pretend that the readership is divided equally between males and females.)		
UNIT AND SPECIFIC OBJECTIVES		
7. Is the unit objective written using "student" and not "he" or "she?"	____	____
8. Are personal pronouns (she, he) left out of the specific objectives?	____	____

ASSIGNMENT SHEET #6

SUGGESTED ACTIVITIES	YES	NO
9. Does the suggested activities page contain a wide range of nonstereotyped activities, when applicable?	____	____
Example: Visiting men and women in nontraditional jobs in a particular field or trade area		
10. Have you brought to the attention of the teacher relevant facts about bias and stereotyping that pertain to your vocational area?	____	____
INFORMATION SHEET		
11. Does the information sheet include some mention of the people not traditionally employed in that particular field?	____	____
Example: More men are being trained for nursing jobs		
12. Have you alternated the use of he/she, she/he, women and men, and men and women in the text of your unit?	____	____
13. Have you acknowledged the achievements of women and minorities in your field when suitable achievements are currently underrepresented?	____	____
Example: If there is a history objective in an orientation unit, women and men should be represented if notable achievements have been made by both sexes		
14. Have rights, opportunities, and accomplishments of women and minorities been openly discussed whenever relevant to the topic at hand?	____	____
Example: Contributions of American women to nursing		
15. Have you used substitutions for "man" words?	____	____
Examples: Not mankind, but humanity, human beings, human race, people		
Not man's achievements, but human achivements		
Not man-made, but artificial, synthetic, manufactured		
Not manpower, but human power, workers, workforce		

ASSIGNMENT SHEET #6

INFORMATION SHEET (Continued) YES NO

16. Have you tried to avoid occupational terms ending in "man" and to replace them with terms that can include members of either sex unless they refer to a particular person who is, in fact, male? ____ ____

    Examples: Fireman as fire fighter

    Salesman as sales representative, salesperson, sales clerk

    Foreman as supervisor

ART WORK (ILLUSTRATIONS AND TRANSPARENCIES)

17. Are racial and gender balance evident in photographs, drawings, and transparencies? ____ ____

    Examples: Women as power line technicians

    Men as home economists

    Minorities as supervisory personnel

18. Have you made an attempt to break job stereotypes by showing men and women of all races in a wide variety of professions and trades? ____ ____

    Examples: Showing women as well as men as plumbers, bridge-builders, computer operators, TV repairers, truck drivers, welders, agriculturists

    Showing men as well as women as nurses, secretaries, file clerks, data processors, dental assistants, cosmetologists

19. Does your unit present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships? ____ ____

20. Have you maintained a 50-50 balance between the sexes in all art work? ____ ____

21. Do the illustrations include all physical types and occasional evidence of physical handicaps, avoiding stereotyped associations with these images? ____ ____

    Example: People should be thin, fat, "average," tall, short, some wearing glasses, an occasional hearing aid, crutches, in a wheelchair, using deaf sign language

ASSIGNMENT SHEET #6

ART WORK (ILLUSTRATIONS AND TRANSPARENCIES) (Continued)	YES	NO
22. Have you shown a variety of facial features, skin tones, hairstyles, dress, environments, and activities for races and minorities?	____	____
23. Are charts and art work in large enough type so they can be read by the visually impaired?	____	____

ASSIGNMENT SHEETS

24. Have masculine and feminine pronouns been omitted unless the activity is specifically defined as comprising only one sex?	____	____
Examples: Separate assignment sheets on good grooming habits for men and women		
25. Have you shown a realistic variety of family clusters here as well as on the information sheet and elsewhere in the unit?	____	____
Examples: One-parent families, extended families, one-child families, single adults		

JOB SHEETS

26. Are the job sheets written and illustrated in non-biased terms and without reference to the "traditional" jobs that people have held in the past?	____	____

PROMOTING SEX-FAIR EDUCATION THROUGH INSTRUCTIONAL MATERIALS UNIT II

TEST

NAME_____ SCORE_____

1. Define *language*.

_____

_____

2. Match terms associated with promoting sex-fair education through instructional materials to the correct definitions. Write the correct numbers in the blanks provided.

_____a. Discrimination by members of one sex against the other based solely on the assumption that one sex is superior

_____b. Textbook viewing males almost exclusively as household heads whose success is measured only in terms of work and as the more aggressive, competitive, independent, logical, and athletic of the two sexes

_____c. Pictures, language, and general message of a book portray mostly females; often such texts are specifically for females and about females

_____d. Assumptions that people of different sexes should behave according to rigid patterns

_____e. Unit of language that symbolizes and conveys a meaning

_____f. Words which exclude one sex

_____g. Unbiased language; cannot be specifically related to either sex

_____h. One sex is favored over the other, regardless of abilities or talents

_____i. Words which have a negative effect on one sex

1. Female biased textbook
2. Male stereotyped textbook
3. Sexism
4. Word
5. Sex bias
6. Negative language
7. Exclusionary language
8. Sex stereotypes
9. Neutral language

_____j. Book that is basically for males, portraying males in pictures, language, and message

_____k. Textbook referring to females mainly in their connection to others as wives, mothers, daughters, sisters, grandmothers, and aunts, and, if career-oriented, then employed as secretaries, teachers, nurses, waitresses, and clerks

_____l. Textbook which deals with both males and females equally; language is neutral and the message is for both males and females

_____m. Textbook presenting males and females as equals in the home, school, and in the world of work and free to demonstrate a wide range of personality traits, intellectual abilities, and interests

10. Male biased textbook

11. Female stereotyped textbook

12. Expanded textbook

13. Balanced textbook

3. Distinguish between characteristics of the English language which account for different treatment of the sexes. Write an "E" for exclusionary patterns, an "NF" for negative language describing females, and an "NM" for negative language describing males.

_____a. Use of the word *man* to denote people of both sexes

_____b. Patronizing, girl-watching tones

_____c. Inept in the home or with children

_____d. Use of the word *man* in occupations and titles

_____e. Inept in scientific reasoning, physical exertion, sports and "so-called" male professions

_____f. Calloused or insensitive to the feelings of others

_____g. Family's sole breadwinner

_____h. Use of female words and female qualifiers which exclude males

_____i. Treating women as weak, helpless, hysterical, or objects of scorn, humor, and unimportance

_____j. Lack of a neutral singular pronoun meaning "one" or "one's"

4. Name areas of instructional materials where sex bias and sex-role stereotyping may occur.

a. _____

b. _____

c. _____

d. _____

5. Analyze images in words.
6. Discuss generic usage.
7. Evaluate instructional materials for sex bias and sex-role stereotyping.
8. Select ways to supplement instructional materials to promote sex-fair education.
9. Supplement a unit of instruction to promote sex-fair education.
10. Write an expanded and balanced unit of instruction.

(NOTE: If activities 5-10 have not been finished before the test, ask your instructor when they should be completed.

PROMOTING SEX-FAIR EDUCATION THROUGH INSTRUCTIONAL MATERIALS UNIT II

ANSWERS TO TEST

1. Words and the methods of combining them, established through widespread, long-term usage

2. a. 3 h. 5
   b. 2 i. 6
   c. 1 j. 10
   d. 8 k. 11
   e. 4 l. 13
   f. 7 m. 12
   g. 9

3. a. E f. NM
   b. NF g. NM
   c. NM h. E
   d. E i. NF
   e. NF j. E

4. a. Language
   b. Roles
   c. Personal traits
   d. Illustrations

5. Evaluated to the satisfaction of the instructor
6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor
8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor

SKILLS FOR IMPLEMENTING SEX-FAIR EDUCATION IN THE CLASSROOM
UNIT III

UNIT OBJECTIVE

After completion of this unit, the participant should be able to plan, conduct, and implement activities that will promote sex-fair education in the classroom. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. Match terms associated with skills for implementing sex-fair education in the classroom to the correct definitions.
2. Arrange in order steps in planning a workshop.
3. Select from a list guidelines to remember before beginning workshop activities.
4. Select from a list skills to use when conducting group activities.
5. State advantages of using a "team" approach when conducting activities.
6. Match "roadblocks to communication" to the correct descriptions.
7. Match ways to communicate more effectively to the correct descriptions.
8. Evaluate skills needed for implementing activities.
9. Plan ways to organize and implement activities for classroom use.

SKILLS FOR IMPLEMENTING SEX-FAIR EDUCATION IN THE CLASSROOM
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Determine size of group and nature of participants.

(NOTE: You may have to modify some of the activities for extremely large or small groups.)

B. Review the procedure for each activity before beginning preparation.

C. Gather all materials needed for selected assignment sheets.

(NOTE: You will need to duplicate some of the charts in the assignment sheets. Be sure to prepare for this in advance.)

D. Administer pretest by using the test provided at the end of the unit.

E. Provide participants with objective sheet and discuss.

F. Provide participants with information and assignment sheets.

(NOTE: You may want to give out only one assignment sheet at a time, so participants will not be reading ahead. You can give them the other assignment sheets when you are ready to teach them.)

G. Discuss information and assignment sheets.

H. Have participants roleplay various problems that could occur and then have other group members try to come up with solutions.

I. Have participants watch a particularly good facilitator and then determine what techniques were used to deal with specific problems.

J. Give test or evaluate activities.

(NOTE: Remember to compare the pretest and the post-test or review the evaluations as soon as possible after the workshop. This will help you revise and evaluate your approach to activities which were not received well or needed improvement.)

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Evaluate Skills Needed for Implementing Activities

2. Assignment Sheet #2--Plan Ways to Organize and Implement Activities for Classroom Use

D. Test

E. Answers to test

III. Unit references:

A. Verheyden-Hilliard, Mary Ellen. *A Handbook for Workshops on Sex Equality in Education: Information, Activities, Resources for Educators, Students, the Community.* American Personnel and Guidance Association; 1607 New Hampshire Avenue, N.W.; Washington, D.C. 20009.

B. Kaser, Joyce; Matthews, Martha; McCune, Shirley. *Steps Toward Sex Equity in Vocational Education: An Inservice Training Design.* Washington, D.C.: Resource Center on Sex Roles in Education, National Federation for the Improvement of Education, 1978.

(NOTE: The above publication was prepared under contract #300-76-0426 for the Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare. It may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The stock number is 017-080-01864-1.)

C. *Breaking the Barriers: An Exploration of Non-Traditional Career Options for Community College Students.* Sponsored by Phoenix College of the Maricopa County Community College District and the Arizona Department of Education, Career and Vocational Education Division, May, 1978.

D. Smith, Amanda J. *New Pioneers: The North Carolina Program to Eliminate Sex Bias in Occupational Education, Reflections and Recommendations.* Raleigh: North Carolina Department of Public Instruction, January, 1977.

E. Gordon, Thomas. *T.E.T.: Teacher Effectiveness Training.* New York: Peter H. Wyden Publishers, 1974.

F. Cubit-Swoyer, Donna. *Workshop in Providing Equal Career Opportunities.* New Brunswick: State of New Jersey, Department of Education, Division of Vocational Education, Curriculum Laboratory, Vocational-Technical Education Department, Building 4103-Kilmer Campus, Rutgers University, June, 1977.

G. Benson, Arland; Carlson, Linda; Larsen, Judy. *Stereotyping: A Career Education Learning Package (Intermediate Level).* St. Paul, Minnesota: Benson, Carlson, Larsen Publications, 1976.

SKILLS FOR IMPLEMENTING SEX-FAIR EDUCATION IN THE CLASSROOM
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Facilitator--One who provides continuity and direction throughout workshop/classroom activities; one who has both content expertise and process expertise

(NOTE: In this unit, the term "facilitator" will mean the same as "teacher.")

B. Expertise--Skill in a particular area

C. Content expertise--Knowledge of sex discrimination and sex bias in education, structure of vocational education programs, and federal laws pertaining to nondiscrimination and sex equity in vocational education and in employment

D. Process expertise--Knowledge of skills used to conduct group activities, how to move the group through change and growth, and how to process group responses into organized conclusions

II. Steps in planning a workshop

A. Set up an overall time frame

(NOTE: Build additional time into activities to make sure the participants have the opportunity to explore and evaluate the information presented. Early scheduling will allow you some time to make new arrangements if materials are not available or a speaker cancels.)

B. Make preliminary plans

Examples: Reserve site, contact resource persons, obtain resource materials, reserve audio-visual materials, prepare and send out promotional materials (registration)

C. Develop workshop and orient yourself

Examples: Study activities you will be using, select workshop objectives, prepare agenda

D. Prepare resources for workshop

Examples: Information handouts, audio-visuals, speakers and/or panelists, miscellaneous items

INFORMATION SHEET

E. Arrange logistics

Examples: Site--Avoid auditoriums and fixed seating. A room where chairs can be moved into small groups and rearranged into large circles is best

Date--Selection of date depends on target audience. Released time or staff development days may be possible. Remember to check school holidays and exams

Registration--Consider pre-registration before a certain date. It is helpful to know which and how many participants to expect

Lunch/coffee breaks--On-site breaks and lunch are preferred as they offer time for people to exchange ideas. Keep breaks short and be punctual

F. Plan for evaluation of activities

(NOTE: If the workshop is longer than one day, you may want participants to evaluate the activities at the end of each day.)

G. Plan follow-up

(NOTE: Follow up while interest is high and memories are fresh. This is likely to produce better results.)

Examples: Thank-you notes to resource people; compiling evaluation forms and sharing results with participants

III. General guidelines to remember before beginning workshop activities

A. Participants may not totally agree with the changing roles of males and females in our society and may be frightened or angry about sex equity efforts in education

B. Negative reactions should be expected; maintain an open attitude in order to handle these reactions in a positive, nonthreatening way

(NOTE: Even though <u>you</u> are committed to this issue, some of the participants may not feel this way. You may need to "tone down" your commitment. You are a catalyst to <u>promote</u> change. You cannot <u>make</u> participants accept your ideas.)

C. Change in knowledge, attitudes, and skills requires time and continued support

(NOTE: Each person will be moving through a process of exploring, understanding, and acting on the new ideas before he or she can accept and act on them.)

INFORMATION SHEET

D. Controversial questions or concerns are likely to be raised; be prepared to deal with them

E. Facilitator should not attempt to be THE source of knowledge on all points

(NOTE: Sometimes it will be best to admit uncertainty and be willing to help the participants obtain assistance from other sources.)

F. Participants should be provided with concrete information whenever possible

Examples: Statistics, research findings, materials

G. All points of view should be accepted

(NOTE: It is important that you maintain communication with all participants. You cannot afford to reject a group or individual as "hopeless" if you want to accomplish your goal.)

H. Groups or individuals should not be prejudged

(NOTE: The group's or an individual's attitude may change during the workshop or class.)

I. Facilitator should instill a positive attitude and commitment to change inge

J. "General" activities should begin workshop, followed by more personal, value-laden ones

(NOTE: This is important when deciding on the sequence of your activities.)

K. One-sex groups should be avoided

IV. Skills to use when conducting group activities

A. Talk slowly

B. Diffuse anger by using positive reinforcement

Example: "That's a good point, Bob. Can you give us some more concrete examples of why you feel that way? Would anyone else care to comment on Bob's statement?"

C. Deal with the ideas presented by the participants, rather than the feelings that may be expressed

D. Do not become defensive or take the reactions personally

INFORMATION SHEET

E. Avoid dismissing issues by making predictions

Example: "I'm sure you'll eventually see it my way."

F. Do not avoid relevant controversial topics before they have been considered

G. Stand behind people who are talking when they are not supposed to be

H. Direct questions back to participants; have them draw conclusions

(NOTE: Questions dealing with values and attitudes are probably better delt with within the group.)

I. Answer only questions dealing with facts and statistics

J. Set stage at low key; look "unthreatening"

(NOTE: The participants are the "stars," not you.)

K. Personalize activities and ways of presenting them

Examples: Podium, sitting on floor, sitting by students, structured classroom, moving among the group

L. Avoid overcontrolling the group

(NOTE: Do not press the group ahead if their present needs have not been met or they are unable to deal with some of the issues.)

M. Provide continuing support to participants, especially when they disagree and/or resist

Example: "Betty, let's listen to Susan's ideas. You will have time to offer your rebuttal after Susan finishes."

N. Never laugh at anyone

O. Keep your sense of humor; laugh as much as possible <u>with</u> others and <u>at</u> yourself

P. Suit presentation to your audience

Example: Modify some of the activities for junior and senior high students

Q. Never suggest imposing quotas

R. Don't "punish" or draw attention to people who arrive late or leave early

(NOTE: Assume that these people have a real need and that it is not a reflection on your ability as a leader.)

INFORMATION SHEET

S. When giving instructions for an activity, make sure participants have activity in front of them

T. If necessary, enlist help from participants during a break

U. Pick up on first names as quickly as possible and use them when conducting activities

V. Approach "hecklers" directly; accept point of view of the radicals and go on

W. Stay aware of participants' rhythm

X. State purpose of each activity at the beginning and give directions before people start moving around

Y. If you make a mistake, don't let it bother you

Z. Restate participants' responses, in case everyone cannot hear

AA. If you present the law, be positive about it

BB. Stay neutral; don't take sides; accept/encourage all responses

CC. Don't let activities or group "get away from you;" bring the group back together quickly if you see this happening

DD. Wait for responses to questions/activities, but drop the issue if there is no response

EE. Be quiet; don't fill up time with your own "blabber"

(NOTE: In other words, don't use the workshop/classroom as a forum for your own ideas.)

FF. ENJOY YOURSELF; BE OPEN TO LEARNING

V. Advantages of using a "team" approach when conducting activities

(NOTE: Although the activities can be implemented by one person, it is more desirable to use a "team" of several people, both men and women. However, if the team approach is used, it is important to designate one or two people responsible for providing continuity and direction throughout all the activities.)

A. Makes it possible to demonstrate nondiscrimination by use of a team on which both females and males and members of racial and ethnic minorities are represented

B. Increases diversity of training styles and areas of expertise

C. Provides opportunity for participants' immediate supervisor or administrator to show support for the workshop, which is essential

INFORMATION SHEET

D. Provides opportunity to include strong male figure who is committed

E. Divides workshop responsibilities so that one person is not solely responsible for all areas of workshop planning and implementation

(NOTE: All workshop personnel should have their responsibilities clearly assigned well in advance of the workshop so that each person may prepare for and become thoroughly familiar with the activities for which she or he is responsible.)

VI. Roadblocks to communication

A. Ordering, commanding, directing

Example: "I don't care what you think, this issue is a must for all educators!"

1. Tells participants that their feelings, needs, or problems are not important, that they must comply with what the facilitator feels or needs

2. May make participants resentful or angry and may cause them to express hostile feelings

B. Warning, threatening

Example: "If you don't listen and do something positive about this issue, we can always have the Title IX officer come to your school."

1. Very much like ordering, commanding, and directing, but consequences for refusal to comply are added

2. Tells participants that facilitator has little respect for their needs or wishes

3. Evokes hostility

C. Moralizing, preaching, giving "shoulds and oughts"

Example: "You ought to do the right thing by . . ."

1. Conveys to participants that facilitator does not trust their judgment, that they had better accept what others (the facilitators) say is right

2. Brings to bear on participants the power of outside authority, duty, or obligation

3. Brings about resistance; participants tend to defend their ideas and convictions even more strongly

INFORMATION SHEET

D. Advising, offering solutions or suggestions

1. Influences participants to become dependent on facilitator, to stop thinking for themselves

2. Communicates an attitude of superiority

Example: "I know what's best for you"

E. Teaching, lecturing, giving logical arguments

1. Good when facts need to be presented

2. Does not help to resolve attitudinal or value problems

(NOTE: Participants seldom relish being shown they are "wrong." Consequently, they tend to defend their positions even more strongly.)

F. Judging, criticizing, disagreeing, blaming

1. May make participants feel stupid, inadequate, inferior

2. Provokes counter-criticism

G. Interpreting, analyzing, diagnosing

1. Tells participants that facilitator has them "figured out"

2. Conveys "I can see through you" message which usually cuts off any desire on part of participants to say any more

H. Reassuring, sympathizing, consoling, supporting--Although on the surface these messages seem to be helpful to participants struggling with problems, they can stop further communication about negative feelings if used too much

I. Questioning, probing, interrogating, cross-examining

1. May make participants feel that facilitator is trying to get information in order to solve the problem <u>for</u> the participant

2. Limits the participant's freedom to talk about what she or he wants to talk about

3. Dictates the participant's next message

J. Withdrawing, distracting, being sarcastic--Communicates to participants that facilitator is not interested in them and doesn't respect their feelings

INFORMATION SHEET

VII. Ways to communicate more effectively

A. Passive listening (silence)

1. Encourages participants to talk once they have started, but does not help establish two-way communication

2. Does not communicate empathy and warmth

B. Acknowledgment responses

1. Helps participants communicate more, but only weakly

2. Is better than silence in demonstrating to participants that facilitator is paying attention

3. Communicates some empathy

C. Door openers, invitations to talk

Examples: "Would you like to say more about that?"
"That's interesting, want to go on?"
"Sounds like you have some strong feelings about that."
"I'm interested in what you're saying."

1. Very effective in showing participants that facilitator wants to listen

2. Particularly useful at the start, right after participant sends cue that a problem exists

3. Can help a participant who bogs down or gets stuck while sharing a problem

4. Not effective in demonstrating acceptance, understanding, or warmth

5. May sound repetitious if used too often

D. Active listening (feedback)

1. Makes participants feel their ideas and feelings are respected, understood, and accepted

2. Fosters further communication, diffuses feelings, and provides release

3. Starts problem-solving process going, but leaves responsibility for solving problem with participant

4. Carries risk of being mechanical and sounding phony or manipulative if used as a gimmick without underlying attitudes of trust, empathy, and acceptance

SKILLS FOR IMPLEMENTING SEX-FAIR EDUCATION IN THE CLASSROOM
UNIT III

ASSIGNMENT SHEET #1--EVALUATE SKILLS NEEDED FOR IMPLEMENTING ACTIVITIES

1. INTRODUCTION

   Many "problems" occur in your classrooms every day--"attention-getters" that disrupt the whole class; that activity you've spent weeks preparing and not one student seems interested; your film has finally arrived and is to "top off" a week of study, only the film's in Spanish (they sent you the bilingual version). In this activity we are going to try to determine some problems that deal specifically with planning, implementing, and evaluating activities dealing with the issue of sex-fair education. Then, we will try to come up with some workable solutions to these problems.

2. APPROXIMATE TIME--One to two hours

3. MATERIALS NEEDED

   a. Pad of newsprint

   b. Dark-colored, wide, felt-tipped marker

   c. "Brainwriting" form, enough for each group of four or five

   d. Pencils

4. PREPARATION--None needed

5. PROCEDURE

   a. Review the rules of brainstorming.

      1) Generate as many ideas as possible in the time limit given.

      2) Don't evaluate anyone's responses.

      3) Accept everyone's responses, trying to make that person's response trigger something that you can add to.

      4) Think of unusual, creative ideas.

   b. Explain that everyone will be trying to come up with as many problems as possible that could occur when planning, implementing, or evaluating activities in this area.

   c. Set a time limit of about five minutes.

      (NOTE: You may want someone, not a participant, to keep track of the time.)

ASSIGNMENT SHEET #1

d. Record problems on sheets of newsprint as participants call them out.

e. At the end of the five minutes, review some of the problems and clarify those that are unreadable or unclear.

f. Tape the sheets up around the room so they are visible to all participants.

g. Ask participants to divide into groups of three to five.

h. Give each group a brainwriting form.

i. Have each small group select one problem from the sheets.

(NOTE: You may want the groups to tell out loud the problem they have selected so there will be no repetition.)

j. Ask participants to "brainstorm" and record as many solutions as possible to the problem they have selected.

k. Ask participants to put their solutions in priorities according to the ideas they think will work the best.

l. Ask groups to share their solutions with the entire group.

6. CLOSING REMARKS

There are many solutions to the problems that you may encounter when dealing with this issue of sex-fair education in the classroom. The important thing to remember is that the solutions are within each of you. Different solutions will work for different people, depending on that person's particular style and method of teaching. Ask for help from each other, from others who have experienced similar problems. You will be amazed at how well you can implement these activities.

ASSIGNMENT SHEET #1

Brainwriting Form

Problem:

Solutions:

SKILLS FOR IMPLEMENTING SEX-FAIR EDUCATION IN THE CLASSROOM
UNIT III

ASSIGNMENT SHEET #2--PLAN WAYS TO ORGANIZE AND IMPLEMENT ACTIVITIES FOR CLASSROOM USE

1. INTRODUCTION

   Organization is a key factor if you want the activities to go well. Making sure all your materials are available and in order will help things work more smoothly. Making sure you have read through the activities and that you are prepared for questions that may come up will make you feel more secure in presenting the activities. One thing you will need to work on is how and when to weave these activities into your normal classwork. When would be the best time to teach an activity about family roles and responsibilities? When should you bring up how the media stereotypes us? In this activity, you will be given a chance to organize some of your thoughts and to come up with a plan for implementing these activities in your own classroom.

2. APPROXIMATE TIME--One to three hours

3. MATERIALS NEEDED

   a. Chart for planning, enough for every participant

   b. Pencils

4. PREPARATION--None needed

5. PROCEDURE

   a. Hand out charts.

   b. Ask participants to make an instructional time line of the units/skill areas they teach in a given year.

      (NOTE: This can be a very general time line. You may want to divide participants into occupational areas or into small groups of similar occupations.)

   c. Call participants back together after about 30 to 45 minutes.

   d. Have participants review the activities in the first two units of this manual and select one they would like to adapt for classroom use.

   e. Give participants about 1 hour to prepare.

   f. Ask participants to be ready to present their ideas for adapting the activities to the entire group.

   g. Give each group no more than 15 minutes to present their ideas.

   h. Ask for evaluation from the entire group after each small group's presentation.

ASSIGNMENT SHEET #2

6. CLOSING REMARKS

With a few adaptations, each of these activities can be a good starting point for discussion about sex-role stereotyping. As you prepare to use these activities in your classrooms, review some of the guidelines provided in this unit. Keep the students in mind; and remember, they may have more to say about this topic than you think!!!

DO NOT FILM THIS PAGE

ASSIGNMENT SHEET #2

MONTH	UNIT(S) OF INSTRUCTION	EQUITY ACTIVITY
AUGUST		
SEPTEMBER		
OCTOBER		
NOVEMBER		
DECEMBER		
JANUARY		
FEBRUARY		
MARCH		
APRIL		
MAY		

SKILLS FOR IMPLEMENTING SEX-FAIR EDUCATION IN THE CLASSROOM
UNIT III

TEST

NAME_____ SCORE_____

1. Match terms associated with skills for implementing sex-fair education in the classroom to the correct definitions. Write the correct numbers in the blanks provided.

_____a. Skill in a particular area

_____b. Knowledge of sex discrimination and sex bias in education, structure of vocational education programs, and federal laws pertaining to nondiscrimination and sex equity in vocational education and in employment

_____c. Knowledge of skills used to conduct group activities, how to move the group through change and growth, and how to process group responses into organized conclusions

_____d. One who provides continuity and direction throughout workshop/classroom activities; one who has both content expertise and process expertise

1. Content expertise
2. Expertise
3. Facilitator
4. Process expertise

2. Arrange in order steps in planning a workshop. Write a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Develop workshop and orient yourself

_____b. Make preliminary plans

_____c. Arrange logistics

_____d. Set up an overall time frame

_____e. Plan follow-up

_____f. Prepare resources for workshop

_____g. Plan for evaluation of activities

3. Select from the following list guidelines to remember before beginning workshop activities. Mark each correct answer with an "X."

_____a. Be prepared to accept only the points of view that agree with your own

_____b. Participants should be "sized up" so you can key in on those who do not agree with sex equity in education

_____c. Controversial questions or concerns are likely to be raised; be prepared to deal with them

_____d. One-sex groups are favored

_____e. "General" activities should begin workshop, followed by more personal, value-laden ones

_____f. Avoid thinking about negative reactions; if they do occur, threaten those who are negative

_____g. Participants should be provided with concrete information whenever possible

_____h. Facilitator should be prepared to be THE source of knowledge on all points

4. Select from the following list skills to use when conducting group activities. Mark each correct answer with an "X."

_____a. Diffuse anger by using positive reinforcement

_____b. Deal with the feelings expressed by the participants, rather than the ideas that may be presented

_____c. Stand behind people who are talking when they are not supposed to be

_____d. Dismiss issues being considered by making predictions

_____e. Keep your sense of humor; laugh as much as possible with others and at yourself

_____f. Draw attention to people who arrive late or leave early

_____g. Take participants' reactions as a personal attack on your commitment to this issue

_____h. Set stage at low key; look "unthreatening"

_____i. State purpose of each activity at the beginning and give directions before people start moving around

_____j. Try to fill up quiet moments by continuously talking about the importance of this issue

_____k. Take sides when talking about very controversial issues

_____l. Direct questions back to participants; have them draw conclusions

_____m. Provide continuing support to participants, especially when they are met with disagreement and/or resistance

_____n. If you make a mistake, don't let it bother you

_____o. Wait for responses to questions/activities, but drop the issue if there is no response

_____p. Approach "hecklers" directly; accept point of view of the radicals and go on

_____q. Allow participants to discuss issues as long as they want

5. State three advantages of using a "team" approach when conducting activities.

a. _____

_____

b. _____

_____

c. _____

_____

6. Match the "roadblocks to communication" on the right to the correct descriptions. Write the correct numbers in the blanks provided.

_____a. May make participants feel that facilitator is trying to get information in order to solve the problem for the participant; limits the participant's freedom to talk about what she or he wants to talk about; dictates the participant's next message

_____b. May make participants feel stupid, inadequate, inferior; provokes counter-criticism

_____c. Good when facts need to be presented; does not help to resolve attitudinal or value problems

_____d. Tells participants that their feelings, needs, or problems are not important, that they must comply with what the facilitator feels or needs; may make participants resentful or angry and may cause them to express hostile feelings

1. Teaching, lecturing, giving logical arguments
2. Questioning, probing, interrogating, cross-examining
3. Judging, criticizing, disagreeing, blaming
4. Ordering, commanding, directing

_____e. Tells participants that facilitator has them "figured out;" conveys "I can see through you" message which usually cuts off any desire on part of participants to say any more

_____f. Although on the surface these messages seem to be helpful to participants struggling with problems, they can stop further communication about negative feelings if used too much

_____g. Very much like ordering, commanding, and directing, but consequences for refusal to comply are added; tells participants that facilitator has little respect for their needs or wishes; evokes hostility

_____h. Influences participants to become dependent on facilitator, to stop thinking for themselves; communicates an attitude of superiority

_____i. Communicates to participants that facilitator is not interested in them and doesn't respect their feelings

_____j. Conveys to participants that facilitator does not trust their judgment, that they had better accept what others (the facilitators) say is right; brings to bear on participants the power of outside authority, duty, or obligation; brings about resistance; participants tend to defend their ideas and convictions even more strongly

5. Moralizing, preaching, giving "shoulds and oughts"
6. Advising, offering solutions or suggestions
7. Interpreting, analyzing, diagnosing
8. Warning, threatening
9. Reassuring, sympathizing, consoling, supporting
10. Withdrawing, distracting, being sarcastic

7. Match ways to communicate more effectively to the correct descriptions. Write the correct numbers in the blanks provided. (Descriptions are continued on the next page.)

_____a. Helps participants communicate more but only weakly; is better than silence in demonstrating to participants that facilitator is paying attention; communicates some empathy

_____b. Encourages participants to talk once they have started, but does not help establish two-way communication; does not communicate empathy and warmth

1. Acknowledgement responses
2. Active listening
3. Door openers, invitations to talk
4. Passive listening (silence)

_____c. Very effective in showing participants that facilitator wants to listen; particularly useful at the start, right after participant sends cue that a problem exists; can help a participant who bogs down or gets stuck while sharing a problem; not effective in demonstrating acceptance, understanding, or warmth; may sound repetitious if used too often

_____d. Makes participants feel their ideas and feelings are respected, understood, and accepted; fosters further communication, diffuses feelings, and provides release; starts problem-solving process going, but leaves responsibility for solving problem with participant; carries risk of being mechanical and sounding phony or manipulative if used as a gimmick without underlying attitudes of trust, empathy, and acceptance

8. Evaluate skills needed for implementing activities.

9. Plan ways to organize and implement activities for classroom use.

(NOTE: If activities eight and nine have not been finished before the test, ask the facilitator when they should be completed.)

SKILLS FOR IMPLEMENTING SEX-FAIR EDUCATION IN THE CLASSROOM
UNIT III

ANSWERS TO TEST

1. a. 2
   b. 1
   c. 4
   d. 3

2. a. 3
   b. 2
   c. 5
   d. 1
   e. 7
   f. 4
   g. 6

3. c, e, g

4. a, c, e, h, i, l, m, n, o, p

5. Any three of the following:

   a. Makes it possible to demonstrate nondiscrimination by use of a team on which both females and males and members of racial and ethnic minorities are represented

   b. Increases diversity of training styles and areas of expertise

   c. Provides opportunity for participants' immediate supervisor or administrator to show support for the workshop, which is essential

   d. Provides opportunity to include strong male figure who is committed

   e. Divides workshop responsibilities so that one person is not solely responsible for all areas of workshop planning and implementation

6. a. 2
   b. 3
   c. 1
   d. 4
   e. 7
   f. 9
   g. 8
   h. 6
   i. 10
   j. 5

7. a. 1

   b. 4

   c. 3

   d. 2

8. Evaluated to the satisfaction of the instructor

9. Evaluated to the satisfaction of the instructor